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The Ohio Education Family

STATE BOARD OF EDUCATION OF OHIO

1986

ANNUAL REPORT

STATE BOARD OF EDUCATION

Front, from left: Wayne E. Shaffer, *President,* District 5; **Sally R. Southard,** District 8; **Mary R. Lindner,** District 2; **C.J. Prentiss,** District 21; **Paul Brickner,** District 11; **Jo A. Thatcher,** District 6; and **Patricia Smith,** *Vice President,* District 15. **Center, from left: Mary Goodrich,** District 10; **Paul F. Pfeiffer,** District 16; **Virginia E. Jacobs,** District 4; **Chester A. Roush,** District 3; **Jean E. Bender,** District 14; **Karen L. Worley,** District 13; and **Sue Ann Norton,** District 12. **Back, from left: Richard C. Glowacki,** District 9; **Ronald M. Popek,** District 20; **William E. Moore,** District 18; **Edwin C. Price, Jr.,** District 1; **Robert H. Johnson,** District 7; **Jack C. Hunter,** District 17; and **Anthony J. Russo,** District 19.

ANNUAL REPORT INDEX

Letter of Transmittal 1
Accomplishments 1985-86 2
Educational Expenditures and Appropriations 8
Administration 9
Computer Services and Statistical Reports 9
Educational Services 11
Elementary and Secondary Education 15
Equal Educational Opportunities 17
Federal Assistance 19
Inservice Education 20
Personnel 22
Research and Communications 23
School Finance 24
School Food Service 26
School Management Assistance 26
Special Education 27
Teacher Education and Certification 29
Vocational and Career Education 30
Ohio School for the Deaf 31
Ohio State School for the Blind 33
Statistical Section 34

Wayne E. Shaffer
President
State Board of Education

Franklin B. Walter
Superintendent of
Public Instruction

LETTER OF TRANSMITTAL

Success of public education in Ohio over time has been due largely to the unified efforts of all members of the education family. Our education family is a large and interdependent group composed of students; educators; support staff members; the Governor; the General Assembly and other elected officials; school board members; parents; citizens; business, industry, and labor leaders; and members of the media. Motivated by the need to prepare our young people to be contributors in an increasingly complex world, the family members have worked diligently to meet the education challenges of the times.

Observance of the State Board of Education's yearlong theme, the *Year of Family Involvement in Education,* offered an opportunity for the family members to celebrate their many educational accomplishments and to examine the need for educational reform to meet the challenges of the future.

The Ohio Department of Education's publication, *First Annual Report: Indicators of Progress,* was an objective report of our educational standing. In addition, the results of the public opinion survey, *Making the Grade,* provided a vote of confidence for the job schools are doing in educating Ohio students.

At the center of Ohio's reform efforts was the adoption of new standards for teacher education and certification in December 1985. The new standards were designed to attract, prepare, and retain outstanding teachers in order to meet the education needs of our students.

After carefully analyzing the issues that will impact schools in the future, the State Board of Education established initiatives this year in the four areas of early childhood education, literacy, classroom of the future, and school finance.

In providing information to Ohio citizens about successful educational efforts, the following annual report focuses on the accomplishments of the education family during this past year. As Ohio marches proudly through the second half of a decade of educational reform, the members of the education family stand tall, confident that their strong, ongoing efforts will successfully meet the needs of students, now and in the future.

Wayne E. Shaffer Franklin B. Walter

Wayne E. Shaffer Franklin B. Walter

ACCOMPLISHMENTS 1985-86

Year of Family Involvement In Education

To encourage greater cooperation among educators, parents, and extended family members, the State Board of Education designated 1985-86 as the *Year of Family Involvement in Education*. This observance was designed to emphasize the importance of the family, not only in shaping the values of children but also in orienting young people to challenges and opportunities in the world.

The Ohio Department of Education coordinated the activities surrounding the observance of the year. Statewide and local activities emphasized the important role of the family in establishing a home climate that is conducive to learning and supportive of education. Certificates of Educational Excellence that documented involvement in all aspects of the program were awarded to 737 individual schools, school districts, joint vocational schools, and county boards of education.

To culminate the theme year, the Jennings Conference, supported by the Martha Holden Jennings Foundation, highlighted successful programs in Ohio schools and featured student performances.

Open communication with the entire education community is critical as Ohio schools work toward excellence.

—**Irene Bandy**
Assistant Superintendent

Indicators of Progress

The *First Annual Report: Indicators of Progress for Ohio Schools* was released to the public by the State Board of Education at its November 1985 meeting. Statewide data collected by the Ohio Department of Education indicated improvements in the American College Test (ACT) scores, the attendance rate, the dropout rate, the percentage of students completing vocational education curricula, and the employment rate of vocational education graduates.

The State Board of Education had adopted 12 indicators in May 1984, pledging to report the data annually. The State Board's report was submitted to the public, the Governor, members of the Ohio General Assembly, school districts, and education-related organizations.

Making the Grade

Making the Grade: A Public Opinion Survey About Education in Ohio's Public Schools, based on the 1985 responses of more than 3,000 randomly selected Ohioans, showed that Ohio public schools received a better "report card" in 1985 than they received in a survey conducted in 1980. The recent survey revealed that citizens are happier with the job teachers are doing, parents with and without children in the public schools feel schools are better, and teachers are more satisfied with their jobs. Twenty-two percent of Ohio parents gave their schools an A, compared to eight percent of parents in a national public opinion survey.

Literacy

Literacy was designated as one of four major initiatives by the State Board of Education in 1985. As part of a continuing desire to decrease the illiteracy rate in Ohio, a State Board of Education Literacy Committee was named in May 1985. Over the past year, the committee examined student and adult literacy problems as well as successful programs to combat illiteracy and, in the fall of 1986, released a report of its findings.

Early Childhood Study

A multiyear study to research the effects of preschool and kindergarten programs on students in Ohio was authorized as a major initiative by the State Board of Education in September 1985. The short-term objectives of the study are to identify a variety of preschool and kindergarten programs, collect baseline pretest

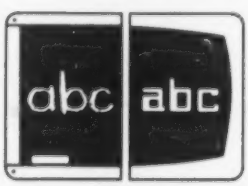
and demographic data, and conduct a comprehensive early identification screening of all children involved in the study. The long-term objectives are to maintain longitudinal test data and information on attendance, special needs, and grades.

Blue Ribbon Commission on School Finance

In September 1985, the State Superintendent of Public Instruction appointed a Blue Ribbon Commission of representatives from education, business, and the legislature to address the State Board's initiative related to the financial needs of Ohio's elementary and secondary schools. After a six-month study of equity, adequacy, accountability, and programmatic aspects of school finance, the 38-member commission presented its report to the State Board of Education.

The report consists of recommendations relating to certain existing programs and to new proposals dealing with such issues as required kindergarten and extended-year, compensated employment of teachers. Findings of the commission will be used by the State Board to formulate program and funding recommendations to the 117th General Assembly.

Classroom of the Future



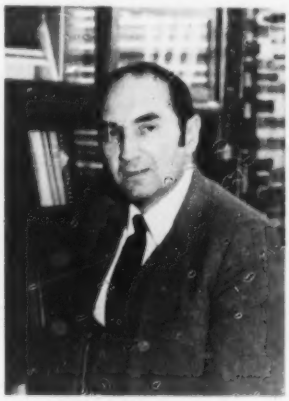
The Classroom of the Future project was designated as a major initiative by the State Board of Education in September 1985. The project is designed to study the effects of rapidly changing technology on subject matter, instructional methods, and classroom settings needed in the future.

Twenty-six educators, business leaders, students, and other citizens were appointed to an advisory committee for this project. The committee, expected to function for a minimum of five years, will be giving periodic reports of its findings to the State Board.

Seven Ohio school districts and four teacher preparation institutions were selected to serve as demonstration and practice teaching sites for preparing new teachers and providing inservice programs to current teachers.

The quality of public schools relies on the commitment of citizens to provide the necessary financing for education.

—William Phillis
Assistant Superintendent



Teacher Education and Certification Standards

New standards for teacher education and certification were adopted by the State Board of Education in December 1985. The standards, which will become effective July 1, 1987, strengthen the foundation for teacher preparation and certification as follows:

- Colleges and universities will be expected to recruit people from culturally, racially, and socioeconomically diverse backgrounds who appear to have potential for becoming outstanding teachers.
- Individuals who enroll in teacher education programs after July 1, 1987, will be required to complete a defined program of preparation with greater emphasis on general education and an increase in course work of up to 50 percent in the subjects they are to teach.
- All candidates for classroom teaching certificates will be required to pass a proficiency exam in areas of general education, professional knowledge, and subject matter knowledge.
- First-year classroom teachers will be involved in an entry-year program of professional development.
- Teachers who need to renew certificates will be required to complete additional college course work or earn continuing education units approved by the Ohio Department of Education.

The new standards also include rules regarding voluntary prekindergarten associate certification and requirements for colleges preparing individuals for certification. It will be the first time the state has offered a prekindergarten associate certificate.

More than 8,300 people, including parents and teachers, were involved in the development of the new standards, which were recommended by a 15-member Ohio Teacher Education and Certification Advisory Commission and endorsed by the State Board's Standards Revision Committee.

The key element—the vital component—of the education process is the classroom teacher.

—G. Robert Bowers
Assistant Superintendent

Teacher Loan Program

In January 1986, the State Board of Education established parameters for the implementation of the new Teacher Education Loan Program. Based on input from the Ohio Department of Education, the Education Coalition, and public hearings, the State Board of Education adopted rules for the program. The program is designed to assist prospective teachers with their educational expenses in return for a commitment of service in a subject and/or geographical area of critical need. The Ohio Student Loan Commission will distribute the General Assembly's first-year allotment of $500,000 to 145 students at various colleges and universities around the state.

Reading Recovery Program

The only statewide Reading Recovery Program in the nation is being implemented in Ohio. The program, designed to "recover" first-grade students with reading difficulties, was funded by the General Assembly in the amount of $1.3 million for the biennium.

The Reading Recovery Program reduces the occurrence of failure by providing early intervention to the poorest readers in the class. Instead of assuming that the children will mature and eventually develop proper reading skills, program leaders provide intervention before poor habits become fixed and the children feel the full weight and consequences of reading failure.

The state's 26 teacher-leaders trained during the first year of the program will work with more "at-risk" children and will begin training other Reading Recovery teachers on a regional basis during the 1986-87 school year.

Leadership Documents

An 11-volume Leadership Series was published to complement the Minimum Standards Implementation Series published by the Department last year. Each volume addresses an area of identified concern and provides information to assist district personnel in establishing educational programs that provide learning opportunities of high quality for Ohio elementary and secondary school students. The series includes the following documents:

Citizenship, Multicultural, and Human Relations Education
Conducting Self-Evaluation
Energy and Resource Conservation
Foreign Languages K-12
Intervention Assistance Teams
English Language Arts Curriculum
Integrating Language Arts
Developing Writing Competence
Mathematics 7-8
Ohio Studies
Quality Library Services K-12

Block Parent Program

The Block Parent Program, established by the 116th General Assembly, contains rules for districts desiring to set up volunteer networks of adults available to assist children who might be in trouble. In January 1986, the State Board adopted guidelines for selecting block parents and a common symbol to be used by all participating districts.

BLOCK PARENT

Salute to Freedom Week

Students, teachers, parents, and citizens throughout Ohio focused on the importance of American freedoms and democracy during *Salute to Freedom Week,* May 18-24, 1986. State Board of Education members, during their April meeting in Columbus, unanimously adopted a

resolution declaring the special week as part of Ohio's celebration of the 100th birthday of the Statue of Liberty. The *Salute to Freedom Week* followed the selection of the state winner in the national Statue of Liberty student essay contest.

Assessment Center

The Assessment Center, a new section of the Division of Educational Services, was organized this year. The center is responsible for establishing a broad focus of assessment and testing services. Its main goals are to (1) improve existing assessment and testing programs, including locally developed competency tests; (2) provide technical assistance to school districts; and (3) address issues related to State Board of Education priorities.

The center will provide districts with technical assistance through materials and inservice programs. Districts also can receive help in other areas of assessment. The Assessment Center staff can develop models for schools of different sizes and with varying budgets in order to assist in determining which variables are important in selecting evaluation strategies.

Early Childhood Section

The Early Childhood Section of the Division of Educational Services was established to improve the quality and number of services to children and to coordinate the Ohio Department of Education's effort to carry out the recommendations of the Ohio Commission on Early Childhood Education. The commission studied issues involving early childhood education, with particular emphasis on preschool, latchkey, early entrance screening, and early identification programs.

The staff is responsible for implementing new legislation for early childhood education in Ohio public schools. Included in recent legislation was funding for the development of nine models of early childhood education programs in selected school districts. Guides of these model programs will be published to facilitate adoption of the programs in other school districts. The Ohio Department of Education will provide funds to as many as 30 school districts so they may adopt one of the models during the 1986-87 school year.

The section also is responsible for administering Ohio's Handicapped Children's Education Program state planning grant, developing an early screening guide, conducting a longitudinal research study on the effects of preschool programs, and coordinating the preschool incentive grant for handicapped children.

Equitable and adequate program options to allow for pupils' individual differences are essential.

—**Robert Moore**
Assistant Superintendent

School Improvement Academy

During fiscal year 1986, over 200 school districts received effective schools assistance. A high point for the year was the Ohio Academy for School Improvement Strategies (OASIS) IV at The Ohio State University during July 1985. OASIS IV provided 277 school building administrators from 106 school districts with information and activity suggestions to help them develop action plans for the 1985-86 school year.

Ohio schools that have benefited from OASIS were cited by the Education Commission of the States (ECS) in a recent study of state strategies to support local school improvement. Researchers analyzed data collected from 40 schools in ten states, including Ohio. An article on the ECS report *Maintaining the Momentum for Educational Reform*, published in a spring 1986 issue of *Phi Delta Kappan*, praised the Ohio program for its "good national and regional reputation." OASIS, which began in 1982, has been instrumental in effective schools program implementation in approximately 750 school buildings statewide. Academies assist school leaders in designing plans for their individual schools.

Special Programs for the Blind and Deaf

The Ohio State School for the Blind conducted a family weekend retreat for visually impaired children and their parents. The "Reach Out and Teach" workshop conducted during the retreat was based on a curriculum developed by the American Foundation for the Blind. Parents attending the retreat had an opportunity to share their feelings about living and coping with a child who is visually impaired and who may have other disabilities. Discussion topics included daily living skills, adolescent growth and development, and the future independence of the visually impaired child.

The second annual Leadership Training Conference, designed to help develop leadership skills for high school students with hearing impairments, was held in June at the Ohio School for the Deaf. Students, selected by their local school districts, attended the conference to discuss topics such as political processes, parliamentary procedures, assertiveness, and leadership.

Opportunities to view education from many vantage points help the staff to improve the quality of their services to Ohio schools.

—**Raymond Horn**
Assistant Superintendent

Teacher In Space Project

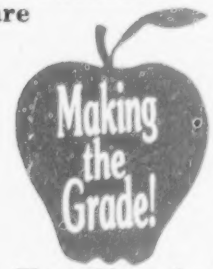
The Ohio Department of Education Teacher in Space Project earned an Award of Excellence in the annual communication competition sponsored by the National Association of State Education Department Information Officers. The project materials, developed by the Division of Research and Communications, were used to promote an appreciation of teaching and learning and to heighten student and community awareness of the space program. The quality of the project was described by one judge in the following manner: "While a number of other states had 'Teacher in Space' projects during 1985, it is clear from the materials submitted that none equaled—in depth, sweat, and spirit—the project in Ohio. I found myself transported in time, working up to the launch, the moment of anticipated victory, and then the shock. But in Ohio, it didn't end there. The tragedy set the stage for a new beginning, a new commitment to learning."

Ohio has the winning combination of educators, students, and schools for "making the grade." Take a look at a few of the recent successes!

Ohio Educators are

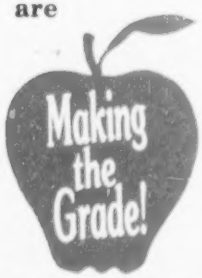
- Of the 116,011 certificated educators in Ohio schools, 46 percent hold a master's degree or doctorate.
- 159 teacher candidates were selected from 512 applicants to participate in the first Teacher Education Loan Program.
- More than 140 teachers and schools from 51 Ohio counties were recipients of the Governor's Award for Excellence in Youth Science Opportunities.
- 192 school building administrators attended the Department-sponsored Ohio Academy for School Improvement Strategies (OASIS) V leadership training seminars, bringing the total to 917 administrators from 750 schools since 1982.
- Over 3,200 teachers attended this year's eight state-funded regional Staff Development Conferences.
- The average daily attendance rate for teachers was 95.3 percent.

Ohio Schools are



- 22 percent of Ohio public school parents gave their schools an A, compared to 8 percent of parents in a national public opinion survey.
- 19 elementary schools won national recognition from the U.S. Department of Education for educational excellence.
- Four Ohio public schools were among 121 schools nationwide to receive the first national Excellence in Education grants.
- 11 Ohio English/language arts programs were among 150 nationwide designated as Centers of Excellence.
- Three Ohio school science programs were selected as exemplars in a national Search for Excellence in Science Education.
- 12 Ohio Chapter One programs for the educationally disadvantaged were designated as exemplary by the Ohio Department of Education, and three were selected as among the nation's best.
- The nation's first statewide Reading Recovery Program for at-risk first graders began in Ohio this year.
- 69 school districts were recipients of the Medal of Honor for total school participation in Ohio Right to Read Week.
- The Ohio State School for the Blind, celebrating its 150th anniversary, hosted more than 350 students and family members at its first weekend family workshop retreat.
- Deaf Awareness Day, held at the Ohio School for the Deaf, showcased the many outstanding programs of the school.
- Record participation in the 1985-86 statewide *Year of Family Involvement in Education* included 737 individual schools, school districts, joint vocational schools, and county boards of education.

Ohio Students are



- 21,982 Ohio high school graduates earned academic Awards of Distinction for completing the State Board of Education's approved Course of Basic Studies, a 134 percent increase in the last five years.
- As reported on the "Wall Chart," issued by the U.S. Department of Education in 1985, Ohio ranked 10th in the nation with a graduation rate of 80 percent, nearly 10 percent above the national average.
- College-bound students' test scores for 1986 continue to be above national averages, with a mean SAT verbal score of 460, a mean SAT math score of 503, and a composite ACT score of 19.3.
- Over 1,500 high school sophomores and juniors were selected to attend the state's first Governor's Institutes for Gifted and Talented Students, and 60 seniors attended the 11th annual Martin W. Essex School for the Gifted.
- The pupil attendance rate hit 93.6 percent last year, a ten-year high.
- Over 400 talented vocational education students were selected to participate in summer leadership training seminars.
- 89.1 percent of vocational education graduates available for work obtained jobs, up from 87.4 percent last year.
- 117 Ohio junior high school students were finalists in the 1985 Midwest Talent Search.
- 16 Ohio students were selected for national recognition by the American Academy of Achievement.
- 23 Ohio seniors won scholarships in the National Achievement Scholarship Program for Outstanding Negro Students.
- 11,208 Ohioans passed the General Educational Development (GED) test to establish their high school equivalence, and nearly 52,000 adults improved their basic skills and career potential by completing Adult Basic Education (ABE) classes.

EDUCATIONAL EXPENDITURES AND APPROPRIATIONS

		Expenditures		Appropriations
Subsidy	**Description**	**1985**	**1986**	**1987**
501	Foundation Program	$1,448,508,806	$1,599,327,844	$1,759,929,150
502	Pupil Transportation	129,186,601	131,630,725	134,174,354
503	Bus Purchase	21,500,000	23,939,670	25,137,000
504	Special Education	309,851,693	335,966,619	360,426,675
505	School Lunch	11,000,000	9,451,412	9,423,674
507	Vocational Education	204,902,705	215,612,979	240,417,450
508	DPPF	40,000,000	39,526,437	40,131,420
509	Adult Literacy	1,384,968	2,992,500	4,488,750
510	Instructional Television	4,018,199	4,128,397	4,272,891
511	Auxiliary Services	49,805,517	55,351,690	60,445,510
512	Driver Education	7,498,350	6,283,300	6,234,375
514	Postsecondary Vocational Education	18,000,000	9,943,744	10,299,107
515	Adult High School	426,565	468,049	514,854
516	Urban Demonstration Projects	2,600,000	3,170,055	3,263,551
518	Summer Honor Student Institutes	-	-	498,750
519	Educational Media Centers	511,921	525,960	544,368
520	DPIA	164,233,502	183,002,493	201,285,525
521	Gifted Pupil Program	5,919,267	10,276,440	11,539,084
522	Career Development	5,700,000	5,856,332	6,061,294
523	Adult Vocational Education	5,163,571	5,305,182	5,490,862
524	Educational Excellence/Competency	4,790,000	3,425,116	2,101,113
526	Voc. Ed. Equipment Replacement	3,000,000	5,007,275	5,185,155
527	Teacher Inservice Education	1,053,900	1,157,501	1,273,251
528	Educational Mobility Assistance	958,461	984,746	1,019,212
532	Nonpublic Administrative Costs	10,667,137	11,842,842	12,908,698
533	Early Childhood	-	274,312	284,287
534	Desegregation Costs	8,085,500	35,113,965	-*
548	Teacher Education Loans	-	498,750	997,500
549	County MR/DD Boards Special Education	-	34,911,477	38,658,020
551	Reading Recovery	-	299,250	997,500
702	Voc. Ed. Building & Equipment Assistance	2,000,000	-	-
Special Purpose				
401	Regional Offices	964,554	-	-
412	Driver Education	143,690	152,747	151,698
415	Consumer Education	167,756	244,388	284,287
416	Vocational Education Matching	1,643,477	1,704,895	1,744,725
418	Inservice Teacher Training	353,140	408,830	419,072
419	Preservice Teacher Education	5,941,620	6,094,529	6,317,624
422	School Management Assistance	414,219	417,543	454,493
424	Simulation System	322,521	397,081	404,002
426	Uniform School Accounting Network	8,209,042	8,787,502	9,499,310
427	Technical Assistance for Educ. Mobility	134,512	141,357	143,203
435	Missing Children	-	191,368	232,102
Other				
	Department of Education	5,659,892	7,212,007	7,281,868
	School for the Blind	2,436,166	2,741,434	3,092,606
	School for the Deaf	3,890,882	4,354,997	4,874,011
Total		$2,491,048,134	$2,769,193,740	$2,982,902,381

*In accordance with Am. Sub. H.B. 238, if an expenditure is incurred due to a desegregation court order, funds will be transferred into line item 534.

Amounts taken from June 30, 1986, *Daily Transaction Register*. Expenditures and encumbrances were totaled to obtain FY 86 dollar amounts.

ADMINISTRATION

The Department, according to the laws of Ohio, is comprised of the State Board of Education, the Superintendent of Public Instruction, and the necessary employees to perform the duties described in the statutes. The State Superintendent and Department staff administer the policies and directives of the State Board of Education.

The administrative staff, which includes the Superintendent of Public Instruction and assistant superintendents, provides leadership and directs and supervises the work of Department employees. Leading in the search for better ways to meet educational needs, administering school laws and standards, and providing counsel to school administrators to solve problems faced by school districts are the major activities of the administrative offices.

The Superintendent of Public Instruction is the chief executive officer for all educational matters and functions under the management and control of the State Board of Education. Dr. Franklin B. Walter became Ohio's thirty-first Superintendent of Public Instruction on March 16, 1977. The assistant superintendents are responsible for the supervision of the divisions in the Department and for special assignments, including acting as liaison with the Ohio General Assembly, handling litigation, and coordinating Department task forces and advisory committees composed of lay citizens, educators, and others.

Department staff members providing services to the central administrative staff include (from left) Pat Huston, communications consultant, Theodore Smith, comptroller, Claudia Dillahunty, legal counsel, and Lorita Myles, special assistant.

COMPUTER SERVICES AND STATISTICAL REPORTS

The Division of Computer Services and Statistical Reports is responsible for providing comprehensive information management and data processing services to the State Board of Education, Superintendent of Public Instruction, and staff of the Department. The division also provides leadership and technical assistance to local school districts participating in the Ohio Education Computer Network (OECN).

The Division of Computer Services and Statistical Reports is comprised of five sections: Management Information Support, Research and Development, Program Management Support, Operations, and Technical Assistance and Field Support. During the past year, the division has continued to maintain its commitment to its original purpose of computerizing Department programs and upgrading statistical capabilities.

Management Information Support

The Management Information Support Section is responsible for collecting, processing, analyzing, and distributing data in areas ranging from pupil enrollment to cost per pupil. In cooperation with other divisions, pupil and staff information now is collected jointly to reduce redundancy in gathering and reporting. This has resulted in more accurate data reported in a more timely fashion. During the past year, the Management Information Support Section completed the automation of the *School Evaluation System* for the Division of Elementary and Secondary Education and produced ten-year enrollment projections for use by Department administrators.

Research and Development

The Research and Development Section prepares financial simulations for legislative proposals affecting education. This service has proven to be an invaluable tool for legislative leaders and Department administrators in the preparation of education's biennial budget. Research is performed for other divisions at their request. This year, Research and Development developed systems for tracking the teacher education loan program and monitoring civil proceedings involving Ohio school districts. The section also developed a simulation system for the Ohio Education Computer Network's funding allocations.

Program Management Support

The Program Management Support Section developed and implemented an automated *Missing Children System*, which produces monthly updates from the listings provided by the Ohio State Highway Patrol. The section's other duties include processing and reporting test scores for more than 127,000 students annually. This year, the section automated invoice processing for the Ohio Tests of Scholastic Achievement (OTSA), and achieved a four-day turnaround on scoring and reporting 30,083 OTSA tests. The section also monitored and reported on the distribution of over $198 million in federal subsidy funds and over $6 billion state administrative and subsidy funds. In addition, it processed and printed 92,964 certificated staff certificates; 11,208 GED Pass/Fail Certificates; and 1,800,000 mailing labels.

Operations

The Operations Section is responsible for evaluating, purchasing, monitoring, and maintaining all data processing hardware and software used by the Department. Major projects completed this year include upgrading the VAX 780 and increasing its memory from 5 Megs to 16 Megs. The VAX and its *All-In-One* software have proven to be a valuable tool for office automation and administrative applications. A number of software utilities were added to the VAX this year, including *DECcalc, DECgraph, DECslide, Datatrieve,* and *SAS.*

Rainbow and *DECmate* workstations, which can operate independently or access any of the Department's mainframes, have been installed in many of the Department offices in the Ohio Departments Building. Additional equipment purchased this year includes the *Ethernet* communications network, which will increase data transmission speed and allow additional users to access the Department's computers; and a *MicroVAX II* computer, which will be dedicated to the development of the Department's centralized accounting system.

The world's best technology is worthless unless harnessed to do the job—quickly and cost-effectively.

—Eugene Miltko
Director

Technical Assistance and Field Support

The Technical Assistance and Field Support (TAFS) Section provides assistance to the Ohio Education Computer Network in a number of areas, the most important of which is the development and maintenance of computer software. The section developed the Uniform School Accounting System (USAS) software, which is utilized by 85 percent of the 580 network sites. The Uniform Staff/Payroll System software, released over four years ago, now is operational in 280 school districts. This year, the TAFS staff developed, tested, and implemented the conversion of USAS Revision 10 codes to Revision 11 codes, as mandated by the Auditor of State. They also made changes to the USAS software to align the schools' fiscal year with the state's fiscal year. This will result in the submission of one financial statement to both the Auditor of State and the Department of Education. The TAFS staff also conducted regional seminars to preview Revision 11 and fiscal year changes for state software users.

The Ohio Education Computer Network

The Ohio Education Computer Network (OECN) consists of school districts, organized into self-governing data processing cooperatives, with a central computer site providing Uniform School Accounting and Uniform Staff/Payroll services to participating members. The primary purpose of the OECN is to share computer resources. Sharing computer hardware, specialized software, data, technical expertise, and support services makes efficient use of taxpayer dollars. A conservative estimate is that OECN participants have saved over $12 million taxpayer dollars per year as a result of not having to purchase separate computer systems. The OECN, now entering its seventh year of existence, covers all Ohio counties with 27 operational computer sites serving 577 school districts.

The division's involvement in the OECN project has helped the network become a national and international model for computerized financial accounting in education. As members of the OECN, school districts that otherwise would find it difficult or impossible to utilize computers, have increased investment revenues, reduced report preparation costs, and benefited in many other areas.

OECN participants have a number of software packages available to them through the state. Two examples are the Special Education Decision Making Child Information Management System (ED-CIMS), which is currently in use by 240 school districts; and the Ohio Career Information System (OCIS), currently used by approximately 489 schools.

The computer network provides electronic reporting of financial information from data available in the Uniform School Accounting System. OCCD-625, SM-1, and SM-2 report data were submitted electronically by over 530 school districts during the 1985-86 school year. The range of data tapes submitted electronically will be expanded in the 1986-87 school year to include the CS-1 and OCCD-6 reports. Electronic tape submission has seen a dramatic increase over the past few years, and has resulted in substantial savings of time and money at both the state and local levels, as well as improved accuracy and timeliness of report data.

EDUCATIONAL SERVICES

Adult Basic Education

Instruction in basic reading, mathematics, and language, as well as in English for the foreign-born, is provided in Adult Basic Education (ABE) classes to meet the diverse needs of undereducated adults in Ohio. Federal, state, and local funds totaling over $7.6 million in fiscal year 1986 were made available to 124 participating school districts and three state agencies. Over 60,000 adults in all 88 counties will be served with these funds. More than 85 percent of the students enrolled in ABE classes entered the program functioning at less than the equivalent of eight years of education.

More than 1,200 local program personnel were involved in the delivery of ABE services in fiscal year 1986. This included approximately 120 administrative and supervisory personnel, 775 teachers, 30 counselors, and more than 300 paraprofessionals. Over 70 percent of these staff members were employed part-time, and over 950 participated in staff development activities.

During 1986, ABE continued to serve as an effective way for undereducated adults in Ohio to build hope for a better future for themselves and their families. Nearly 70 percent of all participants were unemployed, and 29 percent were receiving public assistance at the time of their enrollment. Of these, over 3,000 obtained jobs, and over 2,000 were removed from public assistance as a result of their ABE experience. An estimated 2,500 received job promotions, and over 4,000 others enrolled in a more advanced education or training program. The resulting savings in public assistance benefits, and income earned from new employment and job promotions, well exceeded the total amount of combined expenditures.

The division's programs serve preschool children through adults of all ages.

—James Miller
Director

Adult High School Continuation

The Adult High School Continuation program is designed to provide adults with an opportunity to receive their high school diploma by earning the necessary credits to graduate from their local school district. Typical students are those who dropped out of secondary school during their junior or senior year of study.

Forty school districts participated in and received reimbursement for approved programs during the 1985-86 school year. These programs served over 12,000 students across the state.

The directors of local Adult High School Continuation programs met for the second time this year as a part of the Summer Conference of Adult and Community Education Directors.

Community Education

The purposes of the State Center for Community Education are to promote the development of community education statewide and to provide developmental and technical assistance to local communities. Trends show that two areas of

growing concern among school districts continue to be providing latchkey programs for school-age children and developing school-business partnerships. Providing technical assistance to school districts and funding demonstration grants in these two areas remain a primary focus of the state center.

During the 1985-86 school year, the center awarded 20 community education planning grants to assist communities in initiating community education programs, and seven demonstration grants to established programs for special projects. The services of the Community Education Technical Assistance Network (CETAN), which enlists experienced community educators to provide technical assistance to schools and communities throughout the state, were expanded. A $21,000 grant was obtained from the C.S. Mott Foundation to support a bimonthly newsletter and training activities. Also, a grant of $60,000 from the George Gund Foundation matched state dollars for community education planning and training.

Energy Assistance

The division's functions are to provide timely information and technical guidance for energy conservation and asbestos hazard management. This assistance is provided through on-site visitations, as requested, and through many local and regional seminars. Because school building maintenance and safety involves a broad cross section of school administrators, school custodial/maintenance staff, local board members, students and parents, and a variety of local, state, and federal agencies, this technical assistance must be varied accordingly.

Additional assistance is provided by conducting local training sessions about basic operation and maintenance of school buildings for school district custodial/maintenance staff.

The federal Institutional Conservation Program now has completed eight funding cycles with energy conservation grants. Ohio's public schools have participated actively, with many more applications submitted than funds are available. To date, over $15 million in federal funds, along with local contributions, has been invested in Ohio school buildings—resulting in well over $10 million of avoided energy costs each school year.

The division has a new responsibility with the enactment of state legislation that increases the indebtedness capacity of local school districts for locally initiated energy-conserving capital improvement projects. This legislation requires Departmental review and approval, and thus expands the technical assistance efforts.

High School Equivalence Program/GED

Since 1962, when the High School Equivalence Program was first offered in Ohio, over 192,500 adults have taken the General Educational Development (GED) test, and more than 146,300 have received certificates of equivalence. In the 1985 calendar year, 13,654 adults took the test, and 11,200 received passing scores. Eleven new test centers were added to bring the number of test centers in Ohio to 67.

Three marketing projects to help inform eligible adults about the GED test program were in the planning stages during this year. First, the American Council on Education will be giving public service tapes to selected radio stations, starting in August 1986. Second, Project Literacy U.S. (PLUS)—a national media/outreach project sponsored by the American Broadcasting Company and the Public Broadcasting Service, and aimed at improving adult literacy in the United States—will begin in September 1986. And finally, the project *GED on TV* will work with several Ohio educational television stations in scheduling GED classes, starting in October 1986.

Educational Technology Center

More than 600 local school district educators visited the Educational Technology Center (ETC) during the 1985-86 school year. Representing more than 90 school districts, center visitors had

an opportunity to examine and assess the latest in instructional technology practice, materials, and equipment.

The center staff also continued the Educational Products Information Exchange (EPIE) project, which resulted in the distribution of *TESS* software review manuals to all local schools. At the same time, the center became the state clearinghouse for *MicroSift* software review materials produced by the Northwest Regional Educational Laboratory.

The Educational Technology Center staff also coordinated the Fifth Annual Ohio Computer Fair. The 1986 fair attracted more than 1,100 educators from all areas of the state. Highlights of this year's fair included special sessions on interactive videodisc technology, model classrooms of the future, cooperative educational ventures, and research in the instructional technology decision-making process.

Assessment Center

The Assessment Center was created in April 1986 to promote existing statewide testing programs and to provide consultative and technical assistance to schools implementing assessment programs.

During the 1985-86 school year, staff inservice efforts included 62 state, regional, and local workshops; 25 presentations to educational/lay organizations; and 34 office conferences with individuals or small groups. In addition, 571 public school districts—93 percent of all those in Ohio—participated in one or more of the testing programs offered by the section.

The Ohio Tests of Scholastic Achievement (OTSA) continued to be the most widely used testing program in Ohio. In 1985-86, 533 of the 615 public school districts (87 percent) and 96 private and parochial schools were represented in some or all of the 18 subject-area tests offered at 74 regional test centers. A total of 21 individual trophies, 58 team trophies, 182 plaques, and over 41,000 certificates were awarded to more than 29,000 participants.

Career interest and aptitude measures offered by the section were used as follows: 42 percent (259 of 615) of the school districts administered the Ohio Interest Survey, while 26 percent (158 of 615) used the General Aptitude Test Battery.

Guidance and Counseling

Staff members in the Guidance and Counseling Section provide technical assistance, conduct workshops, and develop materials for guidance, missing children, and substance abuse programs.

Continuing activities during 1985-86 included 133 state, regional, and local staff development workshops, 40 addresses to lay organizations, and 345 office conferences with individuals or small groups. The *Communicator,* published by the section, supplements the field work by providing information to all counselors, counselor educators, and guidance supervisors in Ohio. In addition, over 73,000 publications were distributed to counselors and other educators.

The Missing Child Educational Program provides support and assistance for schools, law enforcement agencies, and parents concerning missing children and child safety issues. Regional workshops, curriculum materials, and family safety booklets are provided for all Ohio schools. In addition, the Block Parent Program, which is administered through the guidance and counseling section, complements the section's missing children efforts.

Education Consolidation and Improvement Act (ECIA) Chapter 2 Block Grant

Parents and community representatives continue to play an important role in the Chapter 2 Block Grant program, as more than 750 participating districts and eligible agencies seek

recommendations in the design, planning, and implementation of local programs for more than two million public and nonpublic school students.

With a record $17.7 million available in fiscal year 1986 to address priority projects and to supplement existing services, local education agencies (LEAs) utilized formal Chapter 2 committees, existing advisory bodies, and boards of education to obtain input. Informational newsletters and presentations to community organizations also were cited as approaches to increasing understanding and involvement.

To verify annual evaluations submitted by LEAs, the Block Grant staff has maintained an active on-site monitoring schedule. During the past year, the staff completed 117 reviews of local implementation practices, fiscal management, and program compliance. A total of 355 reviews in all of Ohio's 88 counties have been conducted for the consolidated program. Included were private school reviews in 129 of the LEAs monitored.

The state-funded Pupil Competency Program also is administered by the Block Grant Section. In three years, more than $5.3 million has been provided to school districts for developing mandated competency-testing programs in the areas of English composition, mathematics, and reading.

Early Childhood Education

As a part of the Ohio Department of Education's commitment to meeting the needs of young children and their families, the Early Childhood Education Section was established to coordinate and facilitate the recommendations of the Early Childhood Commission.

Through the early childhood state appropriation, the Department has funded three preschool, three latchkey, and three early identification models in rural, suburban, and urban locations. Each of the nine models received funding for program development and the provision of services for young children. In 1986-87, information on the models will be disseminated with a plan for replication in other school districts throughout Ohio.

The appropriation also included funding for 35 boards of education to develop an interagency collaboration network for community agencies serving young children and their families. An additional 35 counties will be funded in 1986-87.

Another area of responsibility includes administering Ohio's Handicapped Children's Education Program state planning grant. The grant is designed to assist the state in planning and implementing a comprehensive service delivery system for young handicapped children and their families.

Other early childhood activities currently underway include the development of a guide to early screening for Ohio's public schools; a longitudinal research study on the effects of preschool programs and other pertinent information; and the formation of a Department intra-agency early childhood committee.

Sex Equity

The Office of Sex Equity provides technical assistance on Title IX to local school districts. Through workshops and resources, information is disseminated on gender equity issues. During the 1985-36 school year, brochures have been made available on employment, athletics, physical education, mathematics and science, and special education.

Supplemental curriculum materials with an equity focus, *Doing Math With a Friend* and *Family Math*, have been disseminated.

The Office of Sex Equity served as a host for a national conference on equity issues in mathematics and science.

Inservice has been provided to LEAs on curriculum, leadership, and Title IX coordinator training. Assistance is given to school districts and community members on the scope of Title IX, issues of sex equity, and activities promoting sex fair teaching practices. In 1985, over 550 educators received training on Title IX.

ELEMENTARY AND SECONDARY EDUCATION

The Division of Elementary and Secondary Education primarily interprets, implements, and monitors the Minimum Standards for Elementary and Secondary Schools. The standards provide the framework by which Ohio school districts can translate the goals of the State Board of Education into specific and measurable requirements for students. During the 1985-86 school year, division personnel conducted more than 900 public and nonpublic on-site evaluations to determine compliance with the 1983 minimum standards.

Significant changes in instruction result from intensive curriculum study and course of study development.

—Mary Poston
Director

Division staff promote leadership in standards implementation by providing workshops in nearly all curriculum areas, with emphasis on courses of study development. The focus has been on competency-based education in the areas of mathematics, reading, and English composition.

Division consultants continue to provide assistance in standards implementation through annual summer clinics. Educators from around the state participate in sessions designed to offer individualized assistance in developing components of district competency-based education programs. A variety of sessions relative to other standards are offered to participants.

For the past six years, the division has sponsored a leadership conference to provide direction for current curriculum and instructional issues and to showcase excellence in Ohio schools. The 1985 conference, *Teaching and Learning: Celebrating Success,* attracted more than 1,000 educators. Participants, enriched by such notable educators as Madeline Hunter and William Purkey, celebrated the successes of our own Ohio educators.

Division staff members again are combining their knowledge and expertise in writing four additional documents to enhance further the implementation of minimum standards: Global Education, Intervention in Mathematics, Intervention in Reading, and Lesson Planning.

After two years in transition, the division's reorganization is complete. There are now four sections: Curriculum and Instruction, Instructional Support Services, North Central Association, and Standards and School Evaluation.

Curriculum and Instruction

Specialists representing nearly every curriculum area now have become part of the Curriculum and Instruction Section: art, English language arts, foreign languages, health, industrial arts, mathematics, music, physical education, science and environmental education, and social studies. A course of study consultant also is included in this section. A multitude of ongoing subject-specific activities engaged the staff throughout the year. Curriculum consultants provided leadership in developing and improving education in local schools, and served as liaisons within the Department and with institutions of higher education. Throughout the year, each consultant served in an advisory capacity for programs established by state and federal legislation, and engaged in a wide range of activities sponsored by professional organizations in the various agencies as planners, representatives, or coordinators.

The emphasis on the development and improvement of courses of study in the 1983 minimum standards resulted in increased activity for staff. During the 1985-86 school year, courses of study for more than 32,000 subjects were reviewed for approval. In addition, staff members provided assistance to school districts in developing and revising courses of study and in implementing competency-based education programs.

Instructional Support Services

The Instructional Support Services Section includes professional staff members who oversee nutrition education, instructional television, library and media services, arts for the handicapped, adapted physical education, and volunteer programs. The Ohio Teacher of the Year Award and the International Teaching Fellowship (an exchange program with Australia) are

coordinated through this section. On-site evaluations of special education programs operated by county boards of mental retardation are a section responsibility, as is the approval of sports medicine workshops.

Grants for integrating nutrition education activities into the curriculum were awarded to 25 schools and 14 day-care centers. Schools participated in a Nutrition Education and Training process model that integrates nutrition concepts into all curricular areas. Two statewide nutrition conferences were sponsored for day-care and school personnel. Task forces developed a process model for children ages three to five and a needs assessment for the mentally retarded/developmentally disabled population.

The appropriation for instructional television was administered to provide programming and support materials to over two million public and nonpublic students through Ohio's eight instructional television corporations. In writing and mathematics, new television series were acquired to support district instruction.

Technical assistance was provided to school districts to improve effective utilization of library media programs. Leadership activities included publication of *Quality Library Services K-12,* the provision of staff development activities, the development of facility remodeling plans, district planning of media services, and public awareness promotion on the importance of school libraries to the community. Media services were provided to local school districts through the nine media regions.

Leadership in integrating the arts into the special education curriculum included sponsorship of a statewide conference for music, speech, and special education teachers. The conference emphasized music and speech development through music for hearing-handicapped and communication-disordered students. Numerous inservice workshops and on-site technical assistance services were provided.

Grants from the Ohio Arts Council and the John F. Kennedy Center administered through the section supported Ohio's Imagination Celebration in the major cities.

Leadership in improving adapted physical education in schools was provided through direct work with teachers in numerous schools, as well as through developing and distributing the publication *Implementing Effective Physical Education for Handicapped Children.*

So that school districts could begin or expand volunteer programs, staff held on-site visits and provided materials, training, and technical assistance. A statewide conference was sponsored for administrators, teachers, and volunteers. A school volunteer brochure was developed to provide information about the services that are available.

North Central Association

The coordination of school accreditation activities for the North Central Association of Colleges and Schools resulted in the accreditation of 651 schools and candidacy status for 23 schools. One hundred fifteen schools completed comprehensive self-evaluations, followed by an external team review. The self studies and team evaluations provided the basis for development and implementation of school improvement plans in high schools, junior high/middle schools, elementary schools, vocational/adult schools, independent college preparatory schools, and special-function schools.

Standards and School Evaluation

The Standards and School Evaluation Section is responsible for evaluating Ohio's 3,759 public schools and 824 nonpublic schools, as well as the education programs operated by the Department of Rehabilitation and Corrections and the Department of Youth Services. Standards require that an on-site evaluation be conducted in chartered schools at least once each five years. Evaluations are done in all correctional programs each year. During the 1985-86 school year, staff evaluated 723 public schools and 230 nonpublic schools.

Inservice activities were provided for administrators in public and nonpublic schools scheduled for on-site evaluation. Sessions emphasized organization; curriculum, including competency-based education; pupil services; staffing; instructional materials; community relations; research; and physical facilities.

EQUAL EDUCATIONAL OPPORTUNITIES

The Division of Equal Educational Opportunities consists of three sections: School Improvement, the LAU Center, and Urban Programs. These sections work in concert to provide Ohio's school districts with technical assistance and staff training in the areas of school improvement/race desegregation, LAU compliance, and minority language assistance, and with the development of programs for disadvantaged students. Efforts from all sections concentrate on providing equal educational opportunities as well as educational excellence for all students.

Equity is achieved when schools are effective for all students.

—**Hazel Flowers**
Director

School Improvement Section

The division's School Improvement Section provides technical assistance and funding to school districts developing or implementing plans to reduce or eliminate racial isolation.

Title IV-CRA funds were utilized to provide technical assistance to racially imbalanced districts in two broad areas: to aid school districts in the preparation, adoption, and implementation of plans for race desegregation; and to aid school districts in coping with educational problems caused by race desegregation. Thirty-two (32) racially imbalanced school districts received technical assistance under Title IV. The impact of this aid directly affected 31,265 teachers and 492,180 students during fiscal year 1986. Significant technical assistance was provided to the Cleveland City Schools in its efforts to comply with the federal desegregation remedy and to both Lorain City and Lima City, which initiated magnet school approaches to comply with a federal consent decree.

State Educational Mobility Assistance Program (EMAP) funds were made available to school districts that transferred at least 50 students to improve the racial balance within their districts. During fiscal year 1986, over $980,000 was distributed equally to facilitate the transfer of 8,989 eligible students in 13 school districts. On-site visits were made to the districts throughout the program year to review the progress of their implementation plans and to provide technical assistance. Intensified on-site training/inservice programs for local education agencies were developed and provided by staff to all the EMAP school districts on effectively utilizing the division publication *Curriculum Guide for Successful Teaching in a Desegregated Setting.*

The section conducted the fourth annual Ohio Academy for School Improvement Strategies (OASIS IV) and provided technical assistance for school districts developing and implementing effective schools programs at the building level. Schools incorporating the programs in a building plan are able to document increased academic achievement by a significant number of students.

The State Board of Education has adopted rules on racial nondiscriminatory policies and practices for nonpublic schools. The division conducts on-site visitations of all nonpublic schools requesting charters and all existing nonpublic schools with a charter or approval to operate to determine that appropriate nondiscriminatory policies have been adopted and filed with the Division of Equal Educational Opportunities.

LAU Center Section

The LAU Center Section provides federally funded technical assistance and training in the areas of bilingual education, national origin desegregation, refugee assistance, and immigrant education.

The LAU Center cosponsored six regional workshops for Title VII-funded school districts and cosponsored six statewide conferences, including (1) Annual LAU Center Planning Meeting in conjunction with Ohio Teachers of English to Speakers of Other Languages (TESOL) Fall Conference; (2) Cleveland City Schools' Fifth Annual Bilingual-Multicultural Conference; (3) Fourth Annual Findlay College Bilingual-Multicultural Summer Institute; (4) Second Annual LAU Center Conference in conjunction with The Ohio State University; (5) Title

VII Informational Meeting; and (6) Annual DEEO Conference. Over 2,000 limited English proficient (LEP) students who were enrolled in seven Title VII-funded school districts were targeted for and received technical assistance and training services. Technical assistance also was provided to three Title VII-funded college and university training programs. Close coordination was established and maintained with the Georgetown University Bilingual Education Service Center (GU-BESC) in the delivery of services to Title VII-funded school districts and colleges/universities. In December 1985, a statewide survey of LEP student enrollment was conducted. Approximately 10,000 LEP students were reported to be enrolled in over 200 school districts in the state.

School districts received staff assistance and training in planning and coordinating identification and assessment procedures for national origin desegregation. The LAU Center also provided assistance in curriculum development and training in cultural awareness, competency-based education, and bilingual special education. The Second Annual LAU Center Conference was held December 6-7, 1985, in Columbus, Ohio. Seventeen workshops were provided during the two-day event to over 200 teachers, paraprofessionals, administrators, and university personnel. Two keynote addresses also were provided by prominent experts in the theory and practice of bilingual-multicultural education.

Six workshops on bilingual special education nonbiased assessment were provided for six public school districts in conjunction with the Center for Equity in Education, Milwaukee, Wisconsin. In conjunction with the Division of Special Education, a statewide needs assessment of inservice training was conducted for bilingual and special education personnel working with bilingual special education students.

Assistance was provided to the Cleveland City Schools in investigating the quality of educational services provided to Hispanic LEP students. A review also was conducted of the Leipsic Local Schools' progress in meeting the requirements of its LAU compliance plan.

The LAU Center received $350,079 in funding under the Emergency Immigrant program. These funds were distributed to four eligible school districts, and were used to serve approximately 5,000 students.

Flow-through funds in the amount of $444,950 were allocated to 65 eligible school districts to serve approximately 2,000 refugee students. In addition to administering the flow-through funds, technical assistance was provided by disseminating materials to requesting personnel on topics such as language proficiency assessment, ESL and bilingual education methodology, and cultural awareness. A document entitled *Tips and Activities for Instructing Limited English Proficient Students* was developed, and copies have been disseminated to requesting school districts.

Urban Programs Section

During the 1985-86 school year, the Urban Programs Section disbursed $39,298,286 from the Disadvantaged Pupil Program Fund (DPPF) to 471 Ohio school districts. Fund allocations were used to provide educational services to over 470,000 targeted pupils in an estimated 2,000 school buildings across the state. Approximately 58 percent of the funds supported programs developed in DPPF-authorized components one and two: *Academic Achievement/Remedial Programs* and *Adaptation of Curriculum/Instructional Methods and Materials,* respectively. Staff consultants provided 184 on-site visitations for the purposes of reviewing DPPF program operations and delivering technical assistance.

The section staff concentrated on the preparation and implementation of four regional workshops. A total of 316 participants from 211 school districts attended sessions dealing with DPPF program design, implementation of effective schools concepts, parents as partners in education, and competency-based education. Another successful DEEO conference was chaired by the section and was conducted March 19-20, 1986, in Columbus. The conference was attended by 226 participants with 84 Ohio school districts represented.

During the 1985-86 school year, the Urban Programs Section disbursed $3,170,055 Urban Demonstration Projects (UDP) funds to eight city school districts: Akron, Canton, Cincinnati, Cleveland, Columbus, East Cleveland, Toledo, and Youngstown. UDP activities included the creation of an overall effective schools climate and the promotion of academic excellence. Moreover, the Urban Programs staff held three UDP directors' meetings, which included on-site visitations by all project directors to the Akron and Cleveland UDP projects. Individual project visitations were made by staff members, and included conducting project reviews and providing technical assistance.

FEDERAL ASSISTANCE

The primary responsibility of the Division of Federal Assistance is administering Chapter One of the Education Consolidation and Improvement Act (ECIA). This legislation provides funds for supplemental instructional services for educationally disadvantaged children. Another responsibility of the division is fiscal accounting and reporting for certain federally funded programs.

ECIA Chapter One

Chapter One provides funds for several types of children who have compelling educational needs. Funds totaling more than $111 million in fiscal year 1986 were made available to 612 local educational agencies where over 140,000 students were served. Emphasis consistently was placed on providing younger children with supplemental reading instruction. Other priorities were extra mathematics instruction, extended-day kindergarten, and preschool classes.

Chapter One funds also are provided for several types of students with special needs. Twenty-five school districts received over $1 million in fiscal year 1986 to help about 3,200 children of migratory agricultural workers improve their oral language and other basic academic skills. State agencies that operate schools for neglected and delinquent youngsters also received over $1 million to provide supplemental instruction designed to make over 1,800 students more self-sufficient and better-adjusted citizens.

In line with the Department's theme of *Family Involvement in Education*, the division promoted the importance of school administrators, teachers, and parents working together to help children. Administrators were urged to increase the number of days that Chapter One instruction was provided. Teachers were encouraged to concentrate on better use of time-on-task. Parents were regarded as members of the education family, who could help motivate children and assist them with their studies.

In Chapter One, children come first.

—Arlie Cox
Director

Ten school districts were honored for providing Chapter One services that were representative examples of excellence. Awards to these districts were presented at the division's annual statewide conference for administrators, teachers, and parents.

Three Ohio school districts were given awards by the U.S. Secretary of Education for exemplary Chapter One projects.

Chapter One is categorical legislation that directly addresses the State Board's basic learning goal. During the past year, over 140,000 students who scored at or below the thirty-sixth percentile on standardized tests were helped to read effectively, perform mathematical operations accurately, or acquire basic skills that should enable them to be successful in school.

Emphasis is on early intervention. Over 77 percent of the students selected for Chapter One services are in grade 4 or below. The usual procedure is for groups of five to eight students to leave their regular classroom for 30 to 35 minutes per day to meet with a Chapter One teacher for supplemental instruction.

Fiscal Accounting and Reporting

In addition to Chapter One program responsibilities, the Division of Federal Assistance administers disbursement of payments and also processes federal expenditure reports for Adult Basic Education, ECIA Chapter One and Two, the Economic Security Act, the National Diffusion Network, and Title VI-B of the Education for the Handicapped Act.

INSERVICE EDUCATION

The Division of Inservice Education serves staff developers and key persons in the basic content areas by offering leadership, funding, printed resources, information, training events, and consultative assistance, all to provide leadership toward improving the quality of instruction.

Input has been sought from other advisory groups on inservice education issues. An English language arts task force is making suggestions concerning how to improve English language arts instruction through staff development. A science advisory council has initiated the Ohio SCIENCE Project. This project's initial outcome will be a framework for a science curriculum. There will be statewide involvement in reviewing existing materials and generating this framework. A Teacher Forum convenes annually. Discussion about support during the first year of employment assisted with the conceptualization of the entry-year standard.

Compilation and dissemination of information about promising staff development programs is being addressed by the North Central Regional Educational Laboratory (NCREL) project. Ohio and Minnesota were identified as pilot states to work through the process of identifying examples of staff development systems at the school-district level. Approximately 40 school districts were identified. Phase II of the project involved a follow-up request to nominated districts for in-depth information about their programs. Phase III will involve the organization of this information to focus on examples of comprehensiveness as well as of distinctive formats and purposes for staff development. The outcome will be the identification of staff development systems, procedures for identifying systems in the future, and a descriptive catalog.

Funding and guidelines for staff development are offered through six programs administered by the Division of Inservice Education. The Education for Economic Security Program makes available federal funds for inservice training and needs assessment activities in mathematics, science, foreign language, and computer science. Applications were received from 389 fiscal agents representing 607 school districts. Funding was on the basis of $.47 per student (public and nonpublic) and $3.43 for every child (public and nonpublic) who qualified for Chapter One, according to the 1980 Census.

Professional development for teachers is crucial during these times of educational reform.

—**Nancy Eberhart**
Director

State support for teacher and pupil development in mathematics, science, and English composition is provided through the Excellence in Education Program. Applications were received from 358 fiscal agencies representing 654 school districts. Funds were made available at the rate of $23.77 per teacher.

The Teacher Development Program provides state support for general assistance in inservice education activities. Applications were received from 345 fiscal agencies representing 654 school districts. Funding was at the rate of approximately $19.00 per teacher.

The Department is the only one in the United States supporting the first test of Reading Recovery. If this program can be proven effective in Ohio's schools, there will be major implications concerning the nature of remediation, not only for Ohio students but for young children nationwide.

The Ohio Reading Recovery Program now funds 25 regional training sites (19 school district-based; 6 college/university). Twenty-six teacher-leaders at 19 of these sites will be training about 240 Reading Recovery teachers during the 1986-1987 school year; the remaining 6 sites are new and have teacher-leaders in training. Twenty-one additional teacher-leaders are being trained.

The National Diffusion Network (NDN) Program brings programs that work to Ohio for awareness and training. Major awareness conferences have featured reading, writing, mathematics, and science programs. Impact data for 1985-86 show that approximately 625 adoptions

of over 30 NDN programs occurred in Ohio schools. Over 1,500 teachers and administrators received training, and 85,000 students benefited from NDN program adoptions.

Approving providers of Department Continuing Education Units (CEU) reinforces the principles of good practice in the delivery of inservice education. One hundred providers were approved during fiscal year 1986. Eleven were institutions of higher education and 60 were school districts; the remainder were education-related organizations. An evaluation of the CEU system has been initiated. Several data collection techniques are being used to address three major areas: program quality, participant satisfaction, and agency response.

Printed resources are developed and assembled for conducting staff development programs and for providing inservice education in the targeted basic skill areas of language arts, reading, writing, mathematics, and science. A handbook titled *Motivational Activities for Reading Improvement* was developed to share examples of successful motivational activities that have been implemented in Ohio schools. The publication *Study Skills: A Resource Book* reinforces the concept that study skills instruction needs to be part of the curriculum at every grade level and needs to be taught through a developmental approach.

Conducting activities to stimulate interest in reading, writing, and science has been a major focus of the Division of Inservice Education. A direct impact is made on students through these programs. The Ohio Right to Read Week, which has been observed yearly since 1977, has proven to be an excellent catalyst for motivating reading improvement. The celebration of Ohio Right to Read Week is more than just a focus on reading activities, it is a vehicle for the integration of all the language arts areas. This effort has indicated clearly that students enjoy reading when they are sufficiently motivated. Students representing more than 1,700 schools, including elementary, middle, junior and senior high, joint vocational, private, and other schools took part in the program spanning the week of March 3 through 7, the month of March, or the entire year. Sixty-nine school districts had total participation in the Right to Read program, and for the first time each of these districts received a Medal of Honor plaque from Franklin B. Walter, State Superintendent of Public Instruction, during a special ceremony in Columbus.

Young Author Awards and Certificates were made available to recognize local programs designed to make reading and writing more significant in the lives of young people. These programs provide opportunities to hear stories, read books, and to record thoughts. Young Authors Programs continue to appeal to all age levels and all ranges of ability. Programs focus on creative writing, samples of which are collected and bound into student-made books.

The second year of the Science Olympiad in Ohio proved to be even more successful than the first. Planned in cooperation with The Ohio State University Department of Conferences and Institutes, the event involved over 1,000 students.

This academic interscholastic competition is designed to increase student interest in science and improve the quality of science education.

The tournament consisted of a series of approximately 20 individual and team events, which the students prepared for during the year. Participation in the events required a balance between facts and their applications in various science disciplines. The Science Olympiad involves the essential ingredients in attaining academic excellence—practice toward an objective, competition, and motivation.

Training events have been organized and conducted on a regional basis. Regional councils for inservice education, located in each quadrant of Ohio, continue to be a means for tailoring activities to area needs on a cost-effective basis. Major conference themes have addressed essential elements of instruction, trust and achievement in education, and levels of implementing a staff development program.

Conducting statewide conferences also offers professional growth opportunities. The Ninth Annual Staff Development Conference had over 300 attendees. It addressed the theme of *Career Structures for Staff Development*, generating ideas concerning the principles to be followed in working with adults, entry-year programs, and leadership.

The Second Annual Science Staff Development Conference, held at the Cleveland Museum of Natural History, focused on *Resources for the Science Classroom*. Approximately 800 teachers and administrators attended.

A dissemination conference on Ohio's Reading Recovery Program attracted over 500 attendees. Information was provided on the origins of Reading Recovery, ways young people can become readers, the whole language approach, and comprehension skills. Participants also received information about how to become involved in Reading Recovery.

The fourth training session for Project WILD facilitators was conducted. There are now over 200 trained facilitators providing teacher training for the implementation of this K-12 environmental and conservation education program.

Another major staff development activity involved the coordination of the National Diffusion Network (NDN) teleconferences. By May 1986, 74 NDN programs had been showcased in Ohio, and indepth training provided in 8 programs.

The ongoing work of the Division of Inservice Education involves numerous contacts with school district personnel to provide field-based assistance on the following priorities: process-model and building-level activities for staff development; continuing education units; entry-year support; teaching of the writing process; effective mathematics instruction; problem solving; study skills; and Ohio's Reading Recovery Program.

PERSONNEL

The Division of Personnel is responsible for the administration of Department personnel and payroll policies. In addition to providing administrative assistance to the Ohio State School for the Blind and the Ohio School for the Deaf, the division is responsible for the printing and distribution of materials; mail and postal services; coordination of the Department's real estate plan, including office space and renovation; telecommunication services; and inventory control. The division serves as the Department liaison with the Department of Administrative Services, State Personnel, State Printing, Public Works, the Office of Budget and Management, the Auditor of State, and the Office of Collective Bargaining. Since July 1, 1986, the division also has administered three union contracts under Ohio's Collective Bargaining Law.

It is our division's role to assist and support the Department's great staff so they can provide services to Ohio schools.

—Larry Cathell
Director

RESEARCH AND COMMUNICATIONS

Marketing the success story about Ohio schools is the primary goal of the Division of Research and Communications. In an effort to attain this goal, the division provides timely and accurate policy development information to State Board of Education members, the Governor's Office, legislators, Department staff, local educators, members of the press, and the public. Staff activities include preparing reports, conducting marketing and educational research, developing and editing Department publications, monitoring education-related stories in the national and state press, maintaining a newspaper clipping service, and providing photographic, typesetting, and design and layout services for the Department.

During the 1985-86 school year, the division published *School Slate,* the monthly State Board of Education newsletter; published the State Board of Education's annual report; issued 117 news releases targeted for state and national print and electronic media; responded to over 19,000 calls on the Department's information line; produced more than 400 transparencies and 2,000 photographs; edited numerous Department publications; and prepared camera-ready art for many other documents, including major publications, pamphlets, and certificates. Also, on a daily basis, staff reported to Department administrators data and information gained from electronic and print sources. The division also published the Department's monthly internal newsletter.

Marketing the achievements and progress of Ohio's schools makes good business sense.

—**Margaret Mauter**
Director

The division coordinated the production of the film titled *Year of Family Involvement in Education,* used to promote the yearlong theme of the same name. A back-to-school public service announcement for use on radio and television also was produced and distributed throughout the state.

In an effort to enhance future educational policy development, the division coordinated a statewide public opinion survey project authorized by the State Board of Education. Opinions were solicited from over 3,000 citizens, educators, and students on a variety of issues affecting elementary and secondary education programs and services. The findings were compared to a similar survey conducted at the beginning of the decade and were distributed widely to citizens, educators, and legislators.

In addition, the division produced the report titled *Ohio Educational Reforms: Profiles of Success and Challenges for the Future.* This report presented a discussion of Ohio's recent educational reform accomplishments and outlined the future agenda of the educational team.

The division earned four high achievement awards in the annual communication competition sponsored by the National Association of State Education Department Information Officers. An Award of Excellence—the highest accolade—was received for both the *Teacher in Space Project,* used to promote awareness and knowledge about the space program, and the *1985 Mid-Decade Progress Report,* the State Board of Education's annual report. *Making the Grade,* a publication summarizing the results of the Department's public opinion survey, and *Ohio Schools Have Class,* a newspaper about the accomplishments of Ohio schools over the last five years, received Awards of Distinction.

SCHOOL FINANCE

The primary responsibilities of the Division of School Finance include the administration of over $3 billion in 20 subsidy and 2 rotary accounts for 615 school districts, 87 county boards of education, 49 joint vocational school districts, and 87 county boards of mental retardation and developmental disabilities; the calculation and disbursement of payments under Ohio's school foundation program; coordination of field services; fiscal planning and computer data analysis; maintenance and implementation of driver education programs; and supervision of school bus purchasing, pupil transportation, and land transfers.

Foundation Program Section

The school foundation program, which provides basic state support, totaled over $2.3 billion for subsidy payments in fiscal year 1986. The allotment of funds received by each district was determined by the General Assembly to assure a basic level of financial support for all school districts. The section also prepares all vouchers and transmittals for the Homestead Exemption and Property Tax Rollback twice a year for each of Ohio's counties, and prepares all interstate transfer vouchers reflecting the special education units within the Ohio Department of Mental Health, the Department of Mental Retardation and Developmental Disabilities, the Ohio Department of Youth Services, and the Ohio Veterans' Children's Home at Xenia, Ohio.

Field Services Section

Coordinators in the eight area offices administer multiple statutory programs, including school foundation payments, auxiliary services to nonpublic schools, mandated administrative cost reimbursements to nonpublic schools, repair and replacement of mobile units, and tuition payments. Data needed to calculate the school districts' state aid under the foundation program were distributed, collected, and edited by the area coordinators. Background data were collected for the Office of School Management Assistance when a school district requested a loan or staffing analysis. All driver education programs were evaluated. Driver education forms were distributed, collected, and edited by the coordinators. Coordinators worked with school district personnel in routing and scheduling school buses; answered questions about the Administrative Code and current law; conducted workshops; and assisted school officials with problems covering bus purchases, tuition, school finance, pupil transportation, driver education, and auxiliary services.

Area coordinators assisted the Division of Elementary and Secondary Education by serving as augmenters in evaluating both public and nonpublic schools. The area coordinators conducted inservice programs that assisted with the collection of tuition from school districts with residents attending county boards of mental retardation and developmental disabilities programs. The Field Service Section also provided leadership in distributing and administering the excess lottery profits to both public and nonpublic schools. At election time, the area coordinators are responsible for the early hours collection of the results of school issues voted on throughout Ohio.

The division uses the team concept to maximize services provided to school superintendents and treasurers.

—James Van Keuren
Director

Data Processing Systems Section

The Data Processing Systems Section has responsibility for writing and maintaining all the data processing systems necessary to compute and distribute state support in excess of $3 billion to school districts each year. Payments are computed and distributed in the following areas:

- Foundation Program (Form SF-12)
- County Boards of Education
- Disadvantaged Pupil Program Fund
- Driver Education
- Homestead Exemption and Property Tax Rollback
- Excess Lottery Profits Fund
- Auxiliary Services
- Nonpublic Administrative Costs
- County Boards of Mental Retardation and Developmental Disabilities

In addition to the areas specified above, considerable time is spent in designing, writing, and maintaining computer files and generating numerous reports for statistical purposes.

Fiscal Planning and Coordination Section

This section processes Department requests requiring approval of the State Controlling Board. In 1985-86, all 78 Department requests received State Controlling Board approval, including requests for the multimillion-dollar monthly foundation payments to school districts, competitively bid state contracts in excess of $10,000, emergency loans to school districts, bus purchases, release of excess lottery profits funds, and construction and architect contracts for the State School for the Blind and the Ohio School for the Deaf. The section also serves as a resource liaison with other state agencies and issues fiscal reports.

Driver Education Section

The Driver Education Section provided $6,344,450 in subsidy payments to school districts in 1985-86 for 126,889 students completing approved driver education courses. Since 1968, over 2,975,000 students have completed approved courses, and $140,844,450 in subsidy payments has been made to school districts. The Driver Education Section participates in the Governor's Highway Safety program to meet federal and state driver safety mandates. Since 1968, over $8,169,000 in federal fu is has been utilized to enhance local programs through development or purchase of curriculum guides, inservice materials, classroom and laboratory equipment, and other support materials. Annual workshops at both the district and college levels are held to assist teachers and administrators in providing quality traffic safety education programs. In addition, 101 driver simulator laboratories, 6 multiple vehicle driving ranges, and 81 multimedia classroom learning systems are leased for use by 230 school districts. Special emphasis was placed on course of study development and approval during the annual course approval process.

School Building Assistance Section

In January 1984, a school building assistance survey was sent to all superintendents in Ohio; 26 applications for building assistance were received. Following application by school districts, on-site visits were made by Department personnel to review the condition of the school

districts' facilities. A priority list of 22 school districts, based on the percentage of students housed with state funds, was approved by the State Board. The one-half mill payback from previous building assistance projects, plus a $20 million legislative appropriation in the 1985-87 biennium, have permitted the Department to nearly complete the priority list approved by the State Board.

The Building Assistance Section has received many inquiries relative to students being improperly housed in school facilities throughout Ohio. It is estimated that it would take at least $150 million to meet the needs of those school districts that have indicated a facilities problem.

Pupil Transportation Section

Each day, approximately 1,300,000 pupils are transported more than 885,000 miles to and from school in Ohio. This amounts to 159 million miles of travel for the 1985-86 school year without one fatal injury.

Several programs impact attainment of this goal. High standards for safe operation of school buses include improved driver training and school bus driver inservice education. During the 1985-86 school year, 2,700 school bus drivers received training. In addition, approximately 85,000 pupils participated in rider safety programs taught by school bus driver instructors to help eliminate student accidents and injuries. Elementary school pupils actively participated in School Bus Safety Week and a statewide poster contest.

While these programs focus on efforts to minimize human error, technological advancement provides better and safer school buses with which to transport pupils. There were 1,213 buses purchased during the 1985-86 school year, most of which are equipped with automatic transmissions and diesel engines for greater fuel economy.

SCHOOL FOOD SERVICE

During the 1985-86 school year, the Division of School Food Service provided consultant and technical services to 2,370 public school districts, nonpublic schools, and institutions. There were 154,996,327 lunches and 19,466,988 breakfasts served in schools this year, for an average of nearly 1,000,000 lunches and breakfasts per day. In addition, 10,982,568 half-pints of milk were provided free or at a low cost to children in schools not receiving federal funds for a lunch or breakfast service.

School and residential institutions received $118,271,363 in reimbursement from federal and state funds to provide meals and milk free or at a low cost. Government-donated food with a value of $24,380,633 was distributed to schools for use in lunch and breakfast programs.

The Child Care Food Program was available through 416 sponsors, serving a daily average of 41,720 children in 2,949 child-care centers and homes. Federal funds in the amount of $12,911,554 were reimbursed to sponsors for breakfasts, lunches, dinners, and between-meal supplements served to children.

During the summer of 1985, the Summer Food Service Program for Children provided reimbursement for breakfasts, lunches, dinners, and supplements served to children by public program sponsors and camps. During the 1985 summer months, a daily average of 27,565 children received free meals at 471 sites across the state. A total of $1,922,219 in federal funds was reimbursed to 59 sponsors of the program at camps, playgrounds, schools, and other sites serving children during the summer.

Note: All data are estimated. Final data will be available after school districts' claims for reimbursement have been reconciled in October 1986.

The health and well-being of Ohio's children depend on quality education and good nutrition provided by schools.

—Robert Koon
Director

SCHOOL MANAGEMENT ASSISTANCE

The Office of School Management Assistance provided technical assistance to 215 school districts in response to more than 250 requests. Financial management profiles were sent again to all Ohio school districts. This profile reveals the fiscal trend of the district over a four-year period, and compares revenues, expenditures, and liquidity with those of other districts. With an annual update, the profiles are beneficial for fiscal planning and for public relations purposes.

The staff prepared 170 financial analyses and 131 staffing analyses requested by districts. The financial analysis provides a two-year projection valuable for in-depth planning. The staffing analysis compares the district's staffing patterns to state standards, or—when standards are not applicable—to the average of ten similar districts.

Nearly 150 districts received a transportation cost summary analysis. The transportation report provides districts with cost per mile, cost per bus, and a summary of the factors that influence transportation costs, permitting supervisors to compare their costs with those of similar districts.

The services provided by this office are unique among state departments of education.

—Bernard Hatch
Director

There were 146 school districts that requested approval for year-end borrowing. Seventy-one schools were approved as requested, and 61 were approved following an adjustment of the request.

Nineteen districts received approval for state loans. Sixteen of the districts received funds by the end of the fiscal year.

Last year, 34 financial management inservice seminars were attended by nearly 2,700 participants. These seminars covered ten different topics that addressed the fiscal management concerns of school officials.

The Office of School Management Assistance also monitors the annual spending plans and the quarterly financial reports of districts. When these documents indicate cause for concern, district officials are visited to assure sound fiscal management.

SPECIAL EDUCATION

In continuing to promote the momentum toward excellence theme in special education, the Division of Special Education brought together representatives of parent and professional organizations. During a meeting held in December, these representatives developed strategies for organizations interested in assisting parents and educators in implementing the self-appraisal guide developed in 1984-85. The guide, entitled *Measuring the Momentum Toward Excellence: A Special Education Self-Appraisal Guide,* has been distributed widely in the state. In addition, a multimedia presentation, *Measuring the Momentum,* was developed and then disseminated by the Special Education Regional Resource Centers (SERRCs).

The division helps Ohio schools to provide quality programs and services for handicapped and gifted students.

—Frank New
Director

At its August 1985 meeting, the State Superintendent's Advisory Council for Special Education honored 16 school districts for their efforts in providing quality services to handicapped children. The honored districts represented virtually every region in the state, and the services provided were illustrative of the many excellent programs offered by Ohio school districts.

In partnership with the Division of Federal Assistance, the Division of Special Education conducted a conference on fiscal management for directors of the 16 SERRCs and their fiscal agent treasurers. Held in October 1985, the conference provided information regarding indirect costs, fiscal accountability, and project review procedures.

An invitational workshop for educators and agency personnel also was held in October. Participants in the workshop, which was held in cooperation with the Governor's Special Education Advisory Committee, reviewed issues related to successful transition from school to work for handicapped students. The need to integrate the concepts of career awareness, career development, and career exploration in the special education curriculum was addressed. Plans are being made to fund a project aimed at developing a special education employability curriculum.

The division published and disseminated two issues of *Highlights in Special Education.* Published in the fall and spring, this newsletter communicated information to school personnel and parents regarding exemplary programs in such areas as Leadership Skills for the Deaf, Behavior Management for the Severely Handicapped, and Early Childhood Education.

Two statewide field reviews were conducted to systematically evaluate a draft of the proposed *Ohio Handbook for the Identification of Children with Severe Behavior Handicaps.* Over 300 persons reviewed the product. A task force currently is preparing to develop inservice packages for a Severe Behavior Handicapped Invitational Conference. It is anticipated that the document will be introduced at the conference.

In the spring, the State Board of Education amended the *Rules for the Education of Handicapped Children* in order to help districts better provide for adapted physical education and for

occupational and physical therapy in serving handicapped children.

Ohio has a long history of leadership in the provision of educational services to exceptional children. The Division of Special Education assumes the responsibility for assuring that all eligible handicapped children have access to a free and appropriate education. Administration of programs for gifted and talented children is also a function of the division.

The division monitors educational programs for handicapped children through its Program Review and Evaluation Procedures (PREP). This process includes both a review of school district policies and procedures and an on-site visitation to insure implementation of federal and state mandates. Programs operated under Title IV-B of the Federal Education of the Handicapped Act, as well as Chapter 1 of the Education Consolidation and Improvement Act, also are reviewed by the division, as are programs for the gifted. Approximately 250 districts and county boards of mental retardation and developmental disabilities cooperate each year with the division in one or more of these reviews.

Through the combined efforts of the division, the Special Education Regional Resource Centers (SERRCs), and teacher training institutions throughout the state, a comprehensive system for personnel development is implemented. This system provides coordination of both preservice and inservice preparation for educators of handicapped children.

In addition to inservice, the SERRCs, established by the division in 1968, provide a wide range of services to school districts, parents, agencies, and organizations. These services include program planning and development, evaluation of handicapped children, conflict resolution, and information dissemination.

The Division of Special Education collects annual data on the number of handicapped children being appropriately served. This data, most recently collected on December 1, 1985, revealed that 199,039 children were receiving a full and appropriate special education.

To help provide these services, the Ohio General Assembly appropriated $337.5 million for the 1985-86 school year. These funds provided 11,672 special education units. Additionally, nearly $55 million in federal funds was allocated to enhance and expand programs for the handicapped.

The *Rule for School Foundation Units for Gifted Children*, which became effective July 1, 1984, continued to be implemented during the 1985-86 school year. Program models include the combination of several approaches that provide for comprehensive instruction and services for gifted children. Programs range from service provided primarily in the regular classroom to self-contained classes for gifted children. The coordinator network provides support to classroom teachers, supervision of teachers of the gifted, and close liaison with university personnel and other community members who may provide supplemental services. An increase in honors programs, independent study programs, mentorships, and concurrent enrollment of high school students in colleges and universities is evident throughout the state.

Currently, 406 state foundation units are allocated to 350 of Ohio's public school districts to serve gifted students. This represents an appropriation of $9,994,398 for the 1985-86 school year.

The Martin W. Essex School for the Gifted, a summer program for 60 selected senior students from throughout the state, was conducted for its tenth year in August 1985. The theme, *Investing in Futures*, was carried out through a series of lectures and workshops in Government, the Arts, Sciences, the Environment, and Human Resources.

Ohio's first Scholastic Achievement Test (SAT) awards ceremony was held on October 20, 1985. Students who achieved extremely high scores on the SAT and their parents were honored. The State Board of Education and State Superintendent of Public Instruction Franklin B. Walter hosted this event.

Other activities that school districts provided for gifted students included the Odyssey of the Mind competition, the Future Problem Solving Bowl Program, and the first statewide Quiz Bowl Finals.

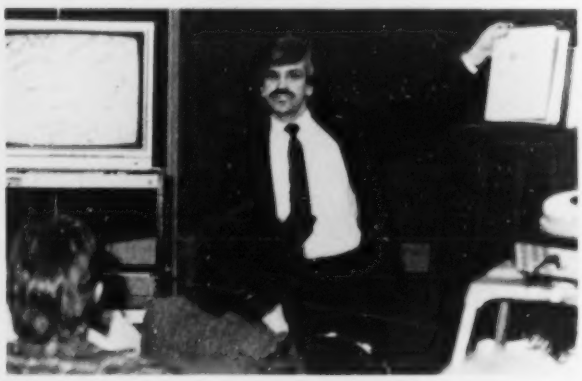
TEACHER EDUCATION AND CERTIFICATION

The Division of Teacher Education and Certification is responsible for (1) ensuring the implementation of standards and courses of study for the preparation of teachers; (2) providing for the inspection of institutions desiring to prepare teachers; (3) approving institutions that maintain good training programs; and (4) ensuring that graduates of approved programs are issued appropriate certificates.

Division personnel issued more than 90,000 certificates during 1986. Transcript evaluations, correspondence, validations to existing certificates, office conferences, and responses to requests for information amounted to more than 700 additional transactions with college, university, and school district personnel each working day.

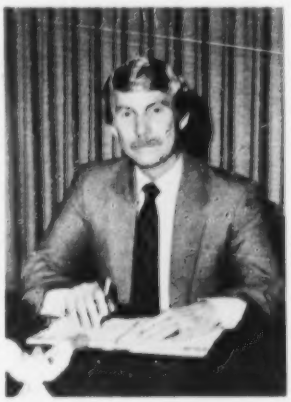
New teacher education and certification standards, adopted by the State Board of Education in December 1985, will become effective July 1, 1987. The revision of the standards involved the direct input of over 8,000 persons from the education profession and the public. The Ohio Teacher Education and Certification Advisory Commission, meeting with the State Board Standards Revision Committee, spent many months writing and revising drafts in accordance with responses from the public. New standards were built on the redesigned standards that became effective in 1980. Ohio has perhaps the most responsible and rigorous teacher education and certification standards in the nation.

The new standards provide for the 48 colleges and universities that currently are approved for teacher education to revise certification programs and to have them approved by the State Board of Education by July 1, 1987. The program approval process is underway. This process will include a critique of each certification program



Ohio standards ensure excellence in the initial and continuing education of teachers.

—Paul Hailey
Director



by a panel of experts in that field and a review of all programs from each institution by the Ohio Teacher Education and Certification Advisory Commission before submission of recommendations for approval to the State Board of Education. The division conducted leadership conferences for college and university personnel early in 1986 to discuss the new standards, to detail the process of program proposal submission, and to provide technical assistance.

The division hosted the annual meeting of the National Association of State Directors of Teacher Education and Certification (NASDTEC), held in Columbus in June 1986. The conference brought nationally recognized educators to Columbus to discuss forces shaping the future of teacher education and certification. Forthcoming publications will include papers from the conference and a history of the NASDTEC organization.

The division also assisted the Ohio Teacher Education and Certification Advisory Commission in the recommendation of candidates to the Ohio Student Loan Commission for forgivable loans under the newly created Teacher Education Loan Program. This year, 159 students were awarded loans up to $5,000 for direct instructional purposes or loan consolidations up to $15,000. Students receiving loans agree to prepare for and then teach in Ohio schools after graduation in specified need areas. Need areas established for this year were mathematics, physical science, and foreign language. Loans are forgiven at 20 percent per year for teaching the specified subjects, or 25 percent per year for teaching the specified subject areas in a state location with a teacher shortage.

VOCATIONAL AND CAREER EDUCATION

The central mission of the Division of Vocational and Career Education is to prepare youth and adults to successfully enter and remain in the work world. This mission includes the provision of employability skills—those skills and work habits essential for productivity; employment skills—those skills involving the ability to perform tasks related to an occupation; and basic skills—the core competencies necessary to prepare for entry-level jobs and for the lifelong learning needed to retain these jobs.

The division provides leadership to the 103 vocational education planning districts through the program areas of agriculture, home economics, trade and industry, and business and marketing, and the support service areas of special needs, career development, and sex equity.

Enrollment

Estimated secondary vocational education enrollment in Ohio during 1985-86 was 223,278. Over 53 percent of Ohio's eleventh- and twelfth-grade public school students were enrolled in vocational education programs. Vocational Education Job Training programs involved nearly 38 percent of Ohio's eleventh- and twelfth-grade students. Estimated adult education enrollment was 355,311.

Placement

Follow-up surveys related to placement of vocational education completers are conducted each January. Secondary program completers in 1984-85 were surveyed in 1986. Over 92 percent of these completers, age 21 and under, who were available for work, gained employment. General unemployment for youngsters age 21 and under in Ohio was 19.1 percent compared to only 8.0 percent for secondary vocational job training program completers.

The social and economic needs of the state are being addressed by vocational and career education programs.

—Darrell Parks
Director

Special Achievements

Elimination of sex bias and sex stereotyping in vocational education is a major goal of sex equity activities. A total of 226 grants totaling approximately $1 million were awarded to vocational and technical education institutions throughout the state. Workshops, inservice presentations, newsletters, and individualized consultations comprise technical assistance to local vocational programs.

Career education is available to students in K-12 and to adults. Participation in Ohio's career education program was, again, highest in the nation in 1985-86, with an estimated 1,235,751 students in grades K-12 served .

Dropout prevention is a major focus of several vocational education programs. Occupational Work Adjustment (OWA) for 14- and 15-year-old students (enrollment of 9,251) and Occupational Work Experience (OWE) for secondary school students (enrollment of 14,551) provide instruction in general work-related information and job training experiences. The Impact Program (enrollment of 7,090) provides assistance for dropout-prone students in grades 7, 8, and 9 by focusing on strengthening students' self-concept.

Total membership in Ohio's vocational student leadership organizations is estimated to be over 100,000. Members of Future Farmers of America (FFA), Distributive Education Clubs of America (DECA), Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), Office Education Association (OEA), and Vocational Industrial Clubs of America (VICA) are involved in leadership, citizenship, and character development activities.

Vocational education programs assist adolescent pregnant students and young parents by providing specialized programs to encourage them to remain in school until graduation. Information about parenting skills, child development, and the coordination of employment and parenting roles is provided. Twenty-seven programs now are operating throughout Ohio.

A self-review system for vocational education entitled *Program Review for Improvement, Development, and Expansion* (PRIDE) involved nearly 10,000 people from business, industry, and the local community. In 1985-86, 180 school districts participated in PRIDE.

New Activities

New options for vocational education programming respond to business and industry requests for employees with greater knowledge of basic academics applied to specific vocational fields. This new approach involves the use of a team composed of certificated academic teachers and vocational teachers to determine content and principles pertinent to successful employment in specific vocational fields. A specific math, science, and/or communication course is taught by an academic teacher, allowing the vocational teacher to concentrate on the aspect of employment and employability skills. This new programming approach involved approximately 24 school districts and 4,093 vocational education students who were guided by the instruction provided at 10 regional workshops.

A new statewide system for vocational education personnel development has been planned, and implementation is in process. The new system will strengthen the linkage pattern of Ohio's vocational teacher education providers and the Department, and will provide increased preservice and inservice education for vocational teachers in five regional centers.

Infusion of entrepreneurship information and skill building is of growing interest to vocational educators. In cooperation with the National Center for Research in Vocational Education, the division produced curriculum materials, posters, case studies, and resource documents. These materials were distributed at six regional workshops for teachers and administrators.

A new adult program entitled *Work and Family* was piloted in 13 cities in 1985-86. This program, reimbursed by employers, is taught at the worksite and assists employees in achieving a more productive and satisfying balance of work and family responsibilities. This school/business/industry-based program is generating increasing interest throughout Ohio.

OHIO SCHOOL FOR THE DEAF

The Ohio School for the Deaf (OSD), now in its 157th year of operation, provided for the education, career training, and socialization needs of the 133 students enrolled in 1985-86. The students' ages range from 5 to 22 years, with 17 years of age being the median. Total communication instruction is used to present instructional material within guidelines established by the Division of Special Education and stated in the minimum standards established by the Division of Elementary and Secondary Education. Vocational education is provided in ten general areas. Twenty-six students received high school diplomas in June 1986.

The *Year of Family Involvement In Education* served as a guide for special activities this year at the Ohio School for the Deaf (OSD). Projects included Deaf Awareness Day, Fall Open House, establishment of guest apartments for families on special occasions, and the distribution of a monthly parent newsletter.

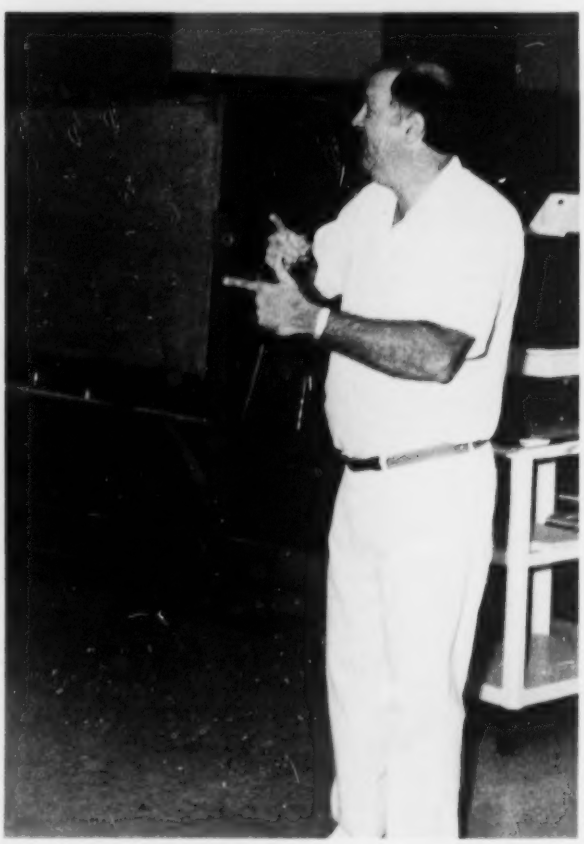
Outstanding programs offered this year included vocational education training utilizing current technology, work-study training providing on-the-job experience, the cottage life curriculum, substance abuse educational programs, athletic and extracurricular activities, college preparatory instruction, a comprehensive recreational program including off-campus events, course of study development and revision, competency-based educational evaluation, educational intervention plan implementation, and cooperative programming with other community agencies. Students received assistance in the additional areas of speech and occupational therapy, psychological and audiological services, counseling, and computer-assisted instruction, as well as through a library/media center.

Ohio has been a leader in deaf education since 1829.

—**Richard Harlow**
Superintendent
OSD

Special Achievements

- Inservice training for staff included behavior management, crisis intervention training, drug/alcohol intervention, community relations, teacher education and certification standards, and communication skills.
- The Ohio School for the Deaf-Ohio State School for the Blind choir performed at the 1986 Jennings Statewide Conference on Educational Excellence.
- Students participated in the central states' schools for the deaf basketball tournaments in Minnesota.
- Usher's Syndrome and Scoliosis screenings of students were performed.
- A statewide Leadership Training Conference for hearing-impaired adolescents was hosted by OSD.
- Outdoor educational experiences utilizing The Ohio State University's Camp Mary Orton were part of the OSD Recreation Program.
- Students participated in Cub Scouts and Explorers Club for boys and girls.



Ongoing Efforts

- Programming regarding Missing Children and Child Assault Prevention is delivered through student education programs both in school and in the cottage, and through participation on advocacy panels.
- Involvement with other Department divisions is maintained through the Special Education Program Review and Evaluation, the Chapter 2 Review, and consultation with other divisions.
- On-campus college recruiting programs are provided by the National Technical Institute for the Deaf, Columbus Technical Institute, Southwest Institute for the Deaf, Gallaudet College, and Mt. Aloysius College.
- Outreach projects are available to students involving preschool programming, deaf-awareness activities, community sign language classes, educational evaluation of handicapped youth, and hearing ear dog training.
- Job counseling efforts for students include job search and interviewing techniques and resume writing.
- OSD works cooperatively with the Ohio Highway Patrol regarding student discipline and educational programming.
- Extracurricular activities are available to students including girls and boys basketball, girls volleyball, boys soccer, cheerleading, Key Club (Kiwanis), Junior-Senior Club, Junior Ohio Association for the Deaf, Yearbook, Big Brothers and Sisters, swimming, Red Cross lifesaving, and scuba diving.

OHIO STATE SCHOOL FOR THE BLIND

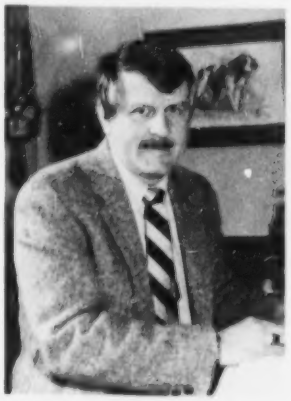
The Ohio State School for the Blind (OSSB) completed its 148th session in June 1986. The school enrolled 122 students. Ten seniors graduated.

Instructional programs are available to blind, visually impaired, and multihandicapped children between the ages of 5 and 21. Preschool programming is available to youngsters ages 3 to 5 on a day school basis.

The educational programs are accredited by the Division of Elementary and Secondary Education and meet the special education standards adopted by the State Board of Education. The school also continues to be accredited by the National Accreditation Council for Agencies Serving the Blind and Visually Impaired.

A comprehensive program of special services is available to the students, including orientation and mobility, speech and hearing, visual stimulation, sensory development, music, health, physical education, vocational education, psychological counseling, and specialized equipment.

During the *Year of Family Involvement in Education*, a variety of activities and programs were planned for families of students. These included a Family Fun Run and picnic in September; Parent Appreciation Day and a parent conference and inservice in November; a Christmas program, Parent Teacher Staff Organization auction, and craft and bake sale in December; parent conferences and inservice activities in February; and the concert production of the *Mikado* and the Parent Teacher Staff Organization's raffle in May.



As the first state-supported school for the blind in the nation, OSSB is proud of its achievements.

—Dennis Holmes
Superintendent
OSSB

A two-week summer program serving 31 ninth- and tenth-grade students was presented the last two weeks of June. Students received instruction and evaluation in the areas of orientation and mobility, daily living skills, business and office technology, career guidance, and individual and mass productivity.

In June, our focus was shifted away from our own families and directed toward families of visually impaired children and youth who are of preschool age and/or who attend public schools. A Family Weekend Retreat was held the weekend of June 20-22. Eighty-five families totaling approximately 380 persons attended this *Reach Out and Teach* weekend workshop.

The school hosted a picnic on the school grounds for Department staff and their families in conjunction with *Hands Across America*. All who attended participated in holding hands in the line, which ran directly in front of the Ohio State School for the Blind.

The beginning of a yearlong celebration commemorating the 150th anniversary of the founding of the Ohio State School for the Blind, the first state-supported school for the blind in the nation, occurred in March when resolutions were presented from both houses of the state legislature and the Governor.

STATISTICAL SECTION

ENROLLMENT

Total Public School Enrollment

Year	Enrollment
1981-82	1,894,021
1982-83	1,856,489
1983-84	1,827,270
1984-85	1,805,732
1985-86	1,793,775

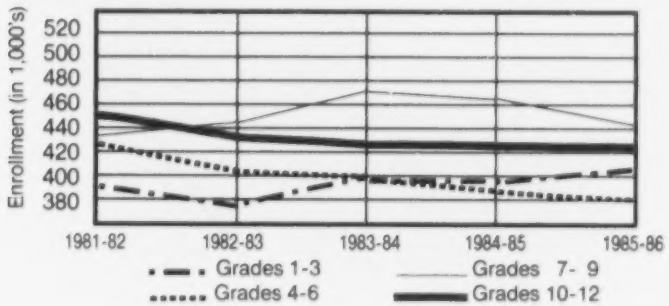
Public High School Graduates

Year	Total Graduates
1982	143,625
1983	138,418
1984	132,334
1985	123,474
1986	120,214

Enrollment by Grades 1985-86

Grade	Enrollment
1	146,091
2	131,048
3	128,629
4	125,200
5	128,162
6	127,272
7	135,669
8	141,723
Total 1-8	1,063,794
9	165,341
10	151,758
11	139,986
12	130,552
Total 9-12	587,637
Total 1-12	1,651,431
Kindergarten	142,344
Grand Total	1,793,775

Enrollment by Grade Level



STAFF

Pupil/Teacher Ratio

Year	Enrollment	Full-Time Teachers*	Ratio
1981-82	1,894,021	97,139	19.5
1982-83	1,856,489	94,126	19.7
1983-84	1,827,270	96,933	18.9
1984-85	1,805,732	98,061	18.4
1985-86	1,793,775	98,273	18.3

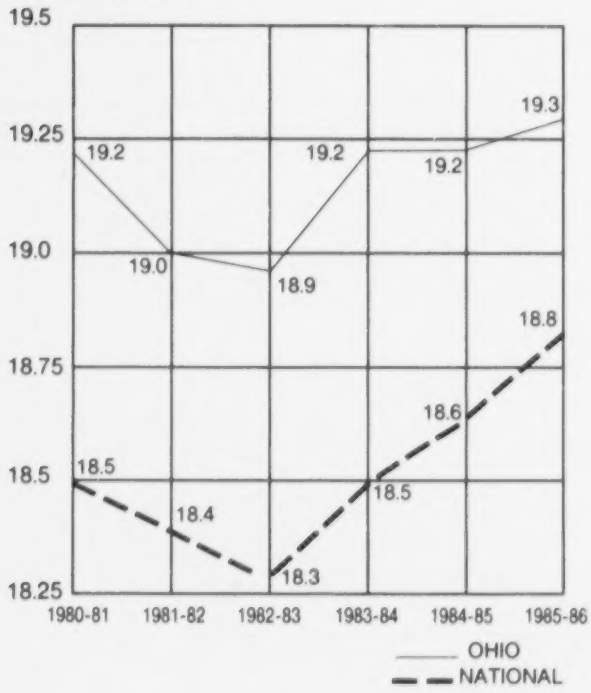
*Full-Time Equivalent

Degree Status in Ohio of Certificated Personnel 1985-86

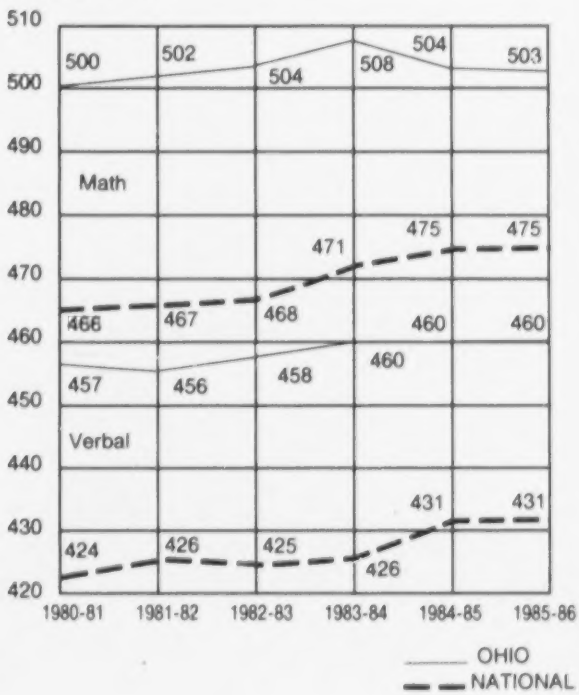
Nondegree	.4%
Bachelor	30.7%
Five-year	22.9%
Master	45.2%
Doctorate	.8%

TEST SCORES

ACT Composite



SAT Math/Verbal



SCHOOL DISTRICTS

Number of Public School Districts

Year	City	Exempted Village	Local	Total
1981-82	190	49	376	615
1982-83	191	49	374	614
1983-84	191	49	375	615
1984-85	191	49	375	615
1985-86	191	49	375	615

TRANSPORTATION

Pupil Transportation Statistics

Year	Pupils Transported	Annual Miles	Average Cost Per Pupil	Average Cost Per Mile Type 1
1981-82	1,348,931	151,264,620	$150.02	$1.26
1982-83	1,311,997	149,183,812	160.34	1.34
1983-84	1,319,505	153,207,000	171.00	1.41
1984-85	1,310,660	157,525,560	182.69	1.45
1985-86	1,293,742*	159,184,800*	185.00*	1.48*

*Estimate

Driver Education

Year	Number of Pupils Served	Subsidy
1981-82	146,112	$7,305,600
1982-83	137,112	6,855,600
1983-84	129,472	6,472,100
1984-85	129,331	6,465,650
1985-86	126,889	6,344,450

FINANCE

Revenue by Source—All Funds

	Local Revenue	(%)	Total State Support	(%)	Federal Support	(%)
Fiscal Year 85	$3,396,547,832	53	$2,702,813,200*	42	$307,385,404	5
Fiscal Year 86	3,733,702,524**	54	2,888,898,832* **	41	324,421,378**	5

* Indicates Homestead and Rollback Exemptions
** Estimate

Average Expenditure Per Pupil

Year	City	Exempted Village	Local	State	Increase Over Previous Years Amount	(%)
1981-82	$2,469.00	$1,999.18	$2,009.87	$2,327.71	$178.09	8.3
1982-83	2,656.46	2,175.82	2,182.00	2,516.23	188.52	7.4
1983-84	2,961.32	2,458.89	2,444.25	2,810.61	234.09	8.5
1984-85	3,217.72	2,752.49	2,706.97	3,078.79	268.18	9.5
1985-86	3,502.00*	2,950.00*	2,888.00*	3,332.00*	253.00*	8.0*

*Estimate

Ohio School Districts Total Property Valuation, Valuation Per Pupil, State Average Millage

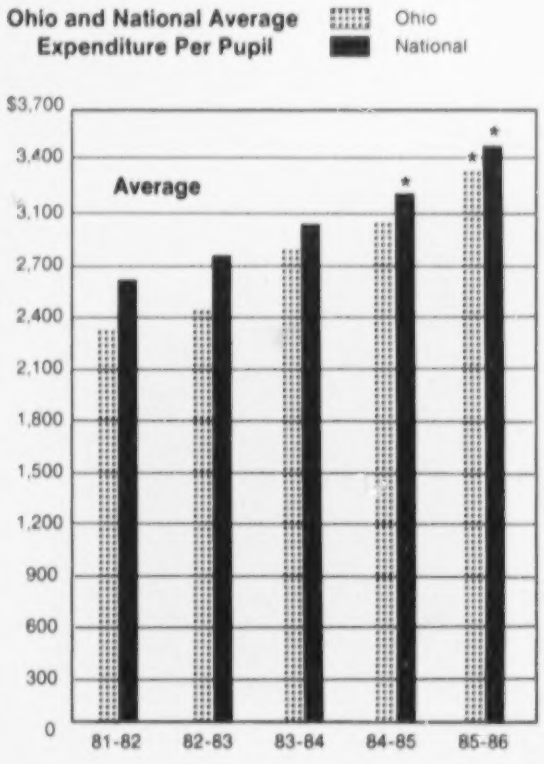
Fiscal Year	Property Valuation (SF-12 Calculation)	Valuation Per Pupil	State Average Effective Millage For Operation
1982	$80,723,031,975	$42,449	27.89
1983	88,535,306,655	47,640	27.66
1984	92,549,169,321	50,645	27.85
1985	93,380,360,613	51,715	28.80
1986	96,195,256,371	53,634	28.78

SF-12 Calculation 1982-86

Fiscal Year	Basic Aid	Categorical	Total
1982*	$1,063,907,952	$392,573,510	$1,456,481,462
1983**	1,251,100,831	407,399,306	1,658,500,137
1984	1,462,941,229	495,184,849	1,985,126,078
1985	1,590,694,436	527,059,937	2,117,754,373
1986	1,735,638,837	559,264,761	2,294,903,598

*At 94.5% Level
**Executive Order 83-84 Level

Ohio and National Average Expenditure Per Pupil



*Estimate

Adult Basic Education Programs

Year	Programs Funded	Enrollment	Federal Funds	State Funds	Local Funds	Total
1981-82	127	55,546	$4,538,219	$ 990,000	$890,123	$6,418,342
1982-83	125	52,140	3,899,937	1,100,000	795,000	5,794,937
1983-84	123	51,617	3,933,282	1,376,937	524,463	5,834,682
1984-85	121	51,748	4,147,530	1,384,967	526,036	6,058,534
1985-86	124	60,100*	4,138,311	2,992,500	535,000*	7,665,811*

*Estimate

Handicapped Children Receiving Full Services
December 1, 1985

Service Agencies and Major Handicapped Areas	Ages 0-2	Ages 3-4	Ages 5-21	Total
Local Educational Agencies				
Multihandicapped	15	141	3,701	3,857
Hearing Handicapped	29	206	2,142	2,377
Visually Handicapped	5	13	827	845
Orthopedically and/or Other Health Handicapped	8	87	3,617	3,712
Severe Behavior Handicapped	2	42	6,762	6,806
Developmentally Handicapped	11	63	44,127	44,201
Specific Learning Disabled	1	24	73,328	73,353
Speech, Special Education Program	24	208	54,638	54,870
Speech, Related Service*	21	260	20,563	20,844
County Boards of Mental Retardation and Developmental Disabilities			7,936	7,936
State School for the Blind			113	113
Ohio School for the Deaf			129	129
Ohio Department of Mental Health**			259	259
Ohio Department of Mental Retardation and Developmental Disabilities**			72	72
Ohio Department of Youth Services**			509	509
Total	95	784	198,160	199,039

*Duplicated count.
**Data provided by respective state agencies.

Special Education Foundation Units 1985-86

Categories	Units
Supplemental services teacher	43.7
Preschool	64.5
Multihandicapped	581.6
Hearing handicapped	275.4
Visually handicapped	62.8
Orthopedically and/or other health handicapped	223.8
Severe behavior handicapped	952.4
Developmentally handicapped	3,751.6
Specific learning disabled	3,137.3
Speech and language services	1,018.4
School psychological services	812.6
Other related services	747.9
Total	11,672.0

Students Served in DPPF Programs School Year 1985-86

Academic Achievement and Remedial Programs	76,266
Adaptation, Curriculum Instructional Methods, and Materials	154,101
Cultural Enrichment	15,421
Dropout Prevention	30,860
Home-school and Adult Education Programs	12,950
Improvement of Communication Skills	1,609
Improvement of Health and Related Services	74,904
Improvement of Library Services	74,293
Motivational and Self-Imagery Development	32,414
Safety and Building Security	-0-

Total Number of Students Served—472,818*

*Duplicated Count

Disadvantaged Pupil Program Funds

Fiscal Year	Expenditures	Number of Programs
1981-82	$30,674,440.73	750
1982-83	36,520,270.86	747
1983-84	37,018,477.03	733
1984-85	41,831,714.50	777
1985-86	39,298,286.79*	708*

*Estimate

VOCATIONAL EDUCATION

Total Vocational Education Enrollment

Year	Secondary	Adult	Career Education	Grand Total
1981-82	252,376	350,263	488,632	1,091,271
1982-83	238,362	362,079	492,036	1,092,477
1983-84	231,505	336,695	500,746	1,069,216
1984-85	222,980	366,678	966,901	1,556,559
1985-86	223,278*	355,311*	1,235,751*	1,814,340*

* Estimate

State Expenditure for Secondary Vocational Education

Year	Expenditure
1981-82	$176,205,000
1982-83	190,150,000
1983-84	218,611,000
1984-85	219,383,514
1985-86	230,337,857*

*Estimate

Vocational Education Secondary Enrollment

Year	Agriculture	Business	Marketing	Home Economics	Trade & Industrial	Total
1981-82	21,200	26,100	20,156	119,095	65,825	252,376
1982-83	20,256	25,483	19,527	110,401	62,695	238,362
1983-84	19,392	24,614	19,002	108,516	59,981	231,505
1984-85	18,995	23,291	18,912	105,284	56,498	222,980
1985-86	18,516*	22,237*	19,051*	108,180*	55,294*	223,278*
Percent of Total						
1981-82	8.4%	10.3%	8.0%	47.2%	26.1%	100.0%
1982-83	8.5%	10.7%	8.2%	46.3%	26.3%	100.0%
1983-84	8.4%	10.6%	8.2%	46.9%	25.9%	100.0%
1984-85	8.5%	10.5%	8.5%	47.2%	25.3%	100.0%
1985-86	8.3%*	9.9%*	8.5%*	48.5%*	24.8%*	100.0%

*Estimate

Vocational Adult Enrollment

Year	Agriculture	Business	Marketing	Home Economics	Trade & Industrial	Total
1981-82	24,229	35,129	95,295	38,502	157,108	350,263
1982-83	22,161	46,003	92,598	36,527	164,790	362,079
1983-84	20,263	54,334	50,222	34,589	177,557	336,965
1984-85	19,835	48,809	38,385	33,520	226,129	366,678
1985-86	19,220*	47,296*	37,195*	32,481*	219,119*	355,311*

* Estimate

FEDERAL ASSISTANCE

Chapter 1 Programs for Disadvantaged Pupils District Participation and Funds Available

Year	Districts Participating	Funds
1981-82	603	$80,281,200
1982-83	606	82,548,584
1983-84	612	94,241,680
1984-85	613	103,812,686
1985-86	612	111,078,740

Chapter 1 Programs for Disadvantaged Pupils Percent of Participants by Grades

Year	Participants	% Preschool & Kindergarten	% Grades 1-3	% Grades 4-6	% Grades 7-12
1981-82	126,926	8	55	30	7
1982-83	120,035	7	57	30	6
1983-84	132,793	8	56	30	6
1984-85	140,063	9	56	29	6
1985-86	140,900*	9*	56*	29*	6*

*Estimate

Chapter 1 Programs for Migrant Children

Year	Districts Participating	Children	Funds
1981-82	26	3,240	$1,712,154
1982-83	27	3,190	1,455,331
1983-84	27	2,944	1,338,887
1984-85	24	3,268	1,492,449
1985-86	24*	3,150*	1,349,893

*Estimate

Chapter 1 Programs for Neglected and Delinquent Children in State-Operated Schools

Year	Participants	Funds
1981-82	1,873	$1,226,168
1982-83	1,802	1,006,212
1983-84	1,833	1,527,485
1984-85	1,795	1,279,301
1985-86	1,850*	1,411,032

*Estimate

Grants Through Public Law 81-874

Year	P.L. 81-874 Maintenance/Operation
1981-82	$3,499,875
1982-83	3,384,523
1983-84	4,323,542
1984-85	3,393,907
1985-86	7,056,224*

*Estimate

Chapter 2 Block Grant Program Education Consolidation and Improvement Act

Year	Agencies Participating	Funds
1982-83	755	$16,297,926
1983-84	758	16,405,546
1984-85	758	16,196,740
1985-86	756	17,749,221

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